DOCUMENT RESUME

ED 392 713 SO 025 917

TITLE	Baseball Module.
INSTITUTION	Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.
PUB DATE	[89]
NOTE	87p.
AVAILABLE FROM	Indiana Department of Education, Center for School Improvement and Performance, Office of School Assistance, State House 229, Indianapolis, IN 46204-2698.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Athletics; *Baseball; Integrated Activities; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; Outdoor Activities; Recreational Activities; Team Sports; *Thematic Approach

ABSTRACT

This interdisciplinary module for grades 4-8 takes advantage of student interest and participation in baseball. This module presents a conceptual framework for an alternative summer program. Included are suggested activities, materials, and handouts. The module is provided as a guide for teachers and administrators wishing to develop thematic units of instruction. Day headings in the chapter titles characterize the types of activities contained within that day. These activities relate to different content areas, such as Mathematics, Language Arts, and Science. The chapters are: (1) "Scouting Report"; (2) "Motivational Day"; (3) "Information Day"; (4) "Research Day"; (5) "Seventh Inning Stretch"; (6) "Activity Day"; and (7) "Culmination Day." Contains an extensive bibliography divided into three sections: fiction; non-fiction; and biographies. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Baseball

ED 392 713

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. Urshel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SO 025 917

BEST COPY AVAILABLE

MODULE

Indiana Department of Education
Center for School Improvement and Performance
Office of School Assistance

BEST COPY AVAILABLE

Table of Contents

Introduction 1

Curriculum Guidelines/Thematic Instruction Model 3

Scouting Report 6

Motivational Day 8

Information Day 18

Research Day 29

Seventh Inning Stretch 43

Activity Day 49

Culmination Day 62

Baseball Resources 72

The Coach's Box 81

Introduction

Baseball has provided many hours of enjoyment for young and old alike. From card collecting to watching and playing games, or simply discussing favorite teams or players, the game of baseball allows for many different levels of participation. This module for Grades 4-8 entitled *Baseball* takes advantage of this interest and involvement. It is designed to assist teachers by providing thematic lessons which are both motivating and innovative.

This module presents a conceptual framework for an alternative summer program. Included are suggested activities, materials, handouts, and an extensive bibliography of reading materials. A variety of activities has been provided so that teachers may select those activities which are appropriate for their students needs. Day headings characterize the types of activities contained within that day. These activities relate to different content areas, such as Mathematics, Language Arts, and Science, and match the Indiana State Curriculum Proficiencies.

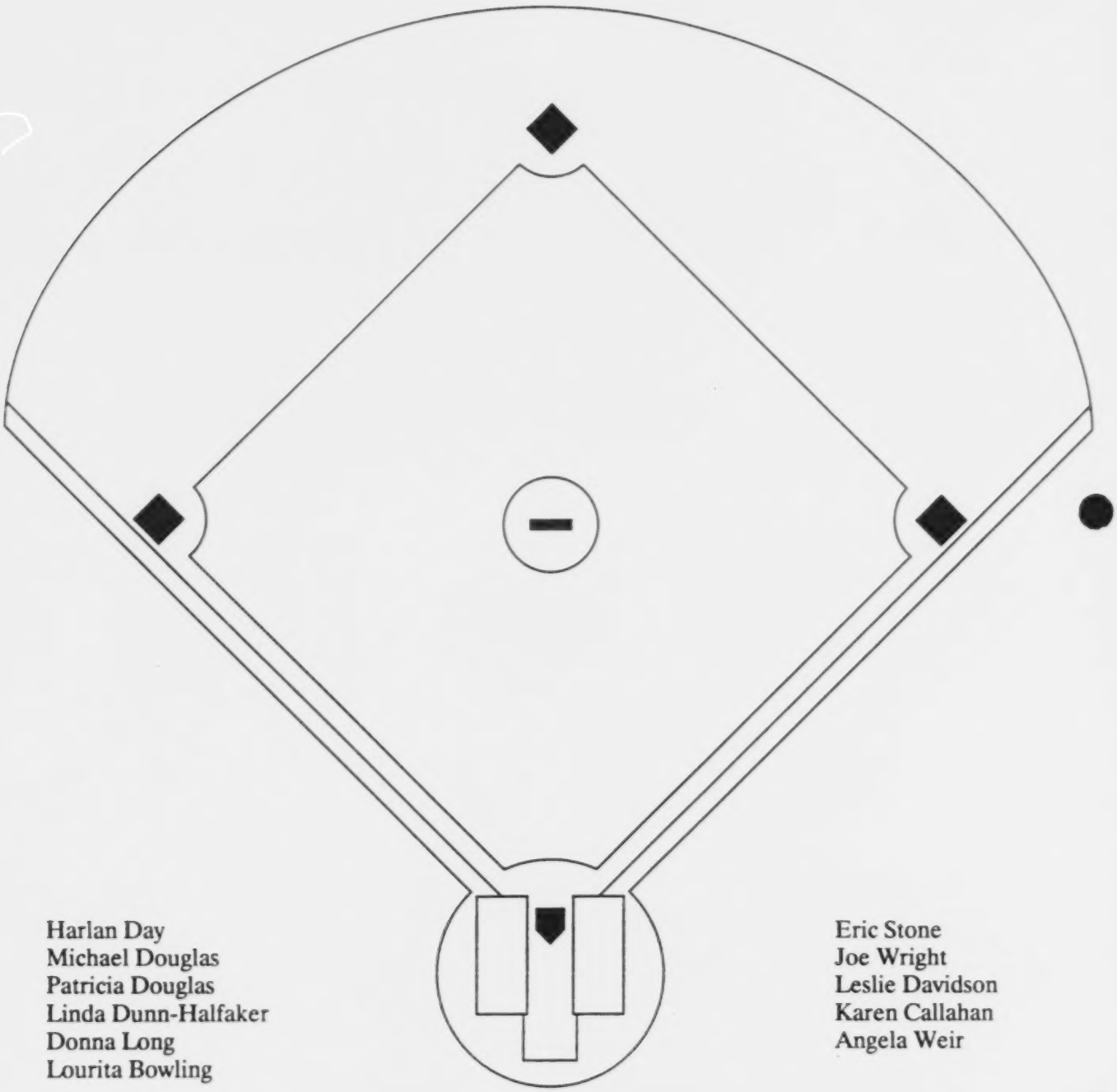
The *Baseball* module seeks to help teachers in establishing interdisciplinary learning modules. This module is provided as a guide for teachers and administrators wishing to develop thematic units of instruction. Other sports, such as basketball and football could be used to develop similar thematic modules and activities.

So grab your bat and ball, put on your baseball cap, and join us as the umpire shouts, **"PLAY BALL!"**

TEAM ROSTER

Betty Johnson - Team Manager

David Ballard, Coach



Harlan Day
Michael Douglas
Patricia Douglas
Linda Dunn-Halfaker
Donna Long
Lourita Bowling

Eric Stone
Joe Wright
Leslie Davidson
Karen Callahan
Angela Weir

Curriculum Guidelines
Extended Learning Program

The following guidelines were developed to help schools restructure their thinking about the curriculum provided and the learning climate being established. In establishing a climate that promotes learning, Indiana schools should attempt to:

1. **Encourage active involvement of students.** Learning is enhanced when students participate in "hands-on" activities and experiences.

2. **Relate learning to the real world.** Learning occurs naturally when students interact with their environment. Formalized learning is facilitated and reinforced when instruction is related to the real world.

3. **Decrease usage of workbook skill and drill activities.** Teachers should be encouraged to use workbook skill and drill more wisely so as not to encourage superficial learning.

4. **Provide a stimulating learning atmosphere.** Teachers should maintain active classrooms where all students interact, talk, share, and are involved in meaningful learning.

5. **Use an interdisciplinary approach to learning.** Teachers utilizing a theme approach to plan for instruction to maximize the interrelatedness of learning.

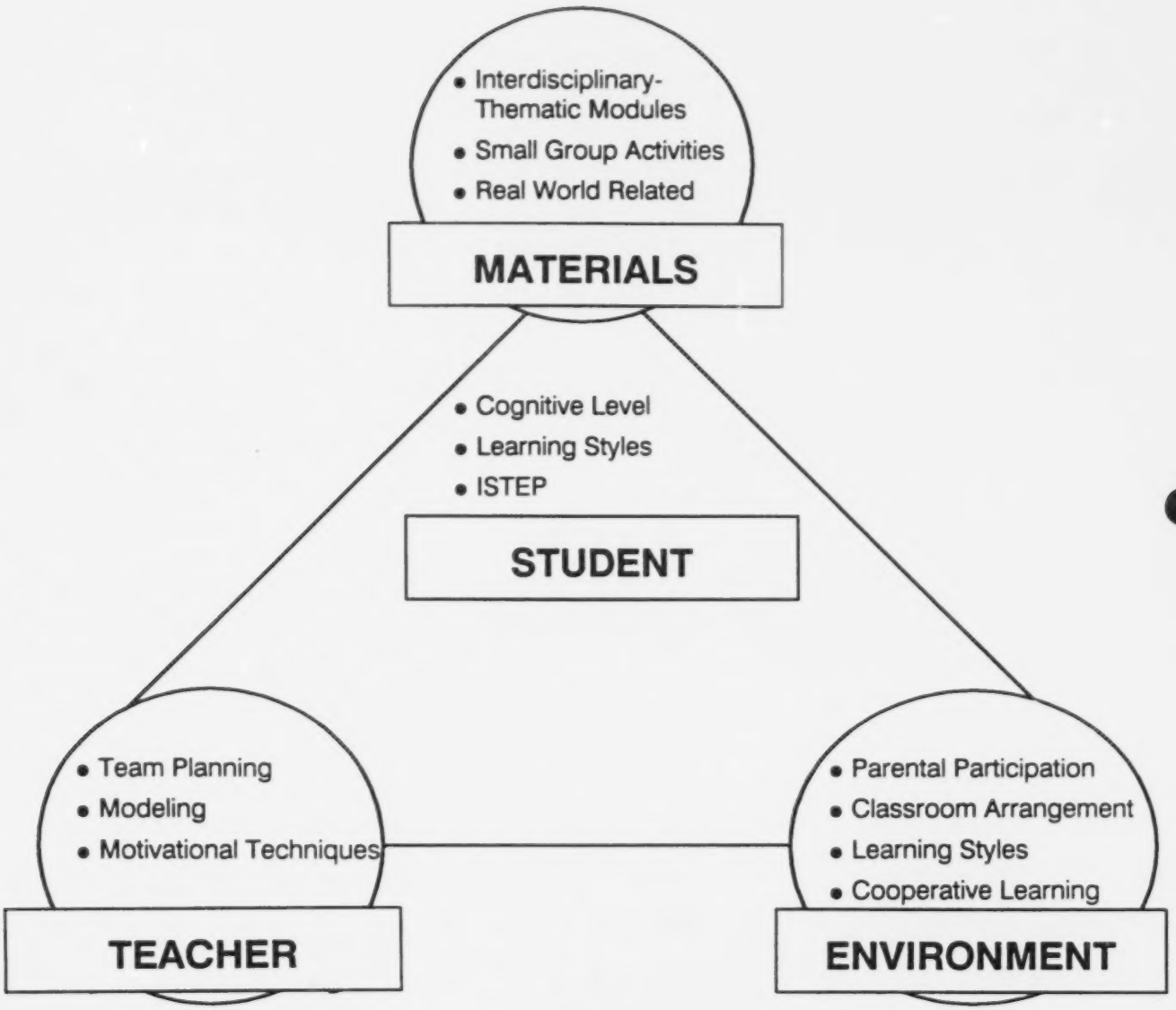
6. **Appreciate learning styles.** Students in need of remediation often exhibit characteristics of the tactile/kinesthetic learner. Teacher strategies and materials should include instructional strands directed toward the learning styles of each student.

7. **Promote cooperative learning.** Partner grouping and small groups should be encouraged as the class structural format during the summer period.

8. **Utilize motivational techniques.** Teachers should use a variety of techniques to motivate the learner. Rewards, praise, personal interactions with teachers, peers, and team building are integral parts of successful alternative programs.

9. **Involve parents.** Innovative plans should be implemented to actively involve the students and parents. Ideas such as a weekly newsletter with activities and suggestions might be implemented.

Thematic Instruction Model



BASEBALL

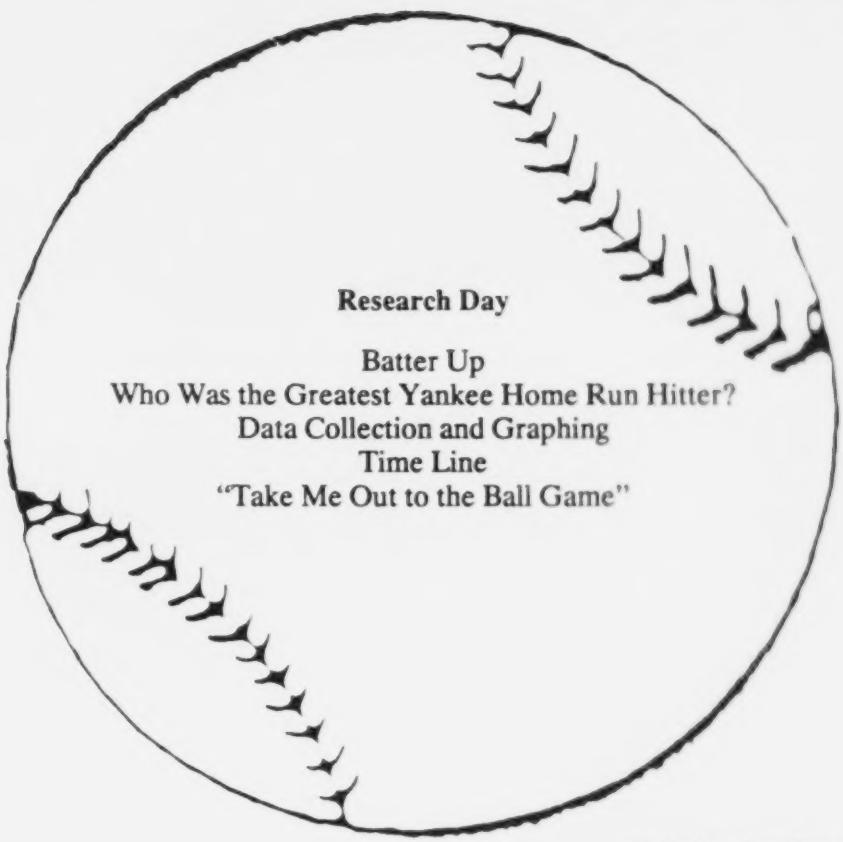
Lesson Plan Overview

Motivational Day

Autographs . . . Autographs . . . Autographs
Baseball Slanguage
Cards 'R' Us - Part I
Cards 'R' Us - Part II

Information Day

Read Between the Lines
On the Ball
The Sports Page
Baseball's Greatest Hits
How Much Does It Cost?



Research Day

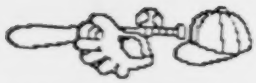
Batter Up
Who Was the Greatest Yankee Home Run Hitter?
Data Collection and Graphing
Time Line
"Take Me Out to the Ball Game"

Activity Day

Out In Left Field
Fraction Baseball
Call 'Em Like You See 'Em
Casey At the Bat
Where in the U.S. is Tommy LaSorda?

Culmination Day

Letter League
Sports Flicks
Celebration



SCOUTING REPORT

"Summer All Stars" - Knox Community School Corporation

The theme for the summer school program was decided after attending an Indiana Department of Education Extended Learning Program Conference. It was decided to provide Integrated Thematic Instruction in all Grades K-5 using a baseball theme. Interested staff members were made aware of the theme in early May.

All summer staff members were inserviced on Monday prior to classes beginning on Wednesday. We brainstormed a few more ideas, shared resources, and prepared the building. All classrooms, hallways, office areas, and student areas were decorated with our theme. All rooms were ready upon student arrival on Wednesday. (Staff members received a two-hour pay for the actual two-hour inservice.)

All staff wore baseball style or favorite team clothing on the first day. Students were informed to wear something from their favorite team on the first day. (Consequently, Cubs-mania hit the school!) Students lined up the classes on the blacktop and formed a large "wave" prior to entering the building. Students received a baseball name tag, found their "team rosters" outside their classrooms, and had mascots and team logos designed for each of the rooms. Miniature team logos and team colors were determined.

Classrooms were set up as baseball diamonds or with baseball centers scattered throughout the room. Many ideas were implemented from Indiana Department of Education publications; the thematic module entitled *Baseball*, and the resource book "What Works!" Brainstorming sessions from the Knox staff also served as an "idea bank" from which many exciting and creative learning activities were derived.

Teachers were provided with materials to teach daily lessons in reading, math, and language. They were instructed to provide a minimum of one "baseball-themed" activity each day. They were also instructed to keep all dittos and duplicated materials to a bare minimum. Overhead projectors were provided for each room. Computers, System 80s Machines, listening centers, and access to the library were provided for each classroom. All four elementary schools pooled their equipment resources into one building, so each class had several computers, a diverse supply of software, System 80s, and sets of manipulatives available.

Teachers were also required to teach "Critical Thinking Skills." Several teachers found ways to implement the baseball theme during their higher order thinking skills lessons.

Parents and student aides were utilized on a volunteer basis. All "players" parents were invited to a "home game preshow" in which all classrooms did a "baseball-themed" activity for the "home-team fans!"

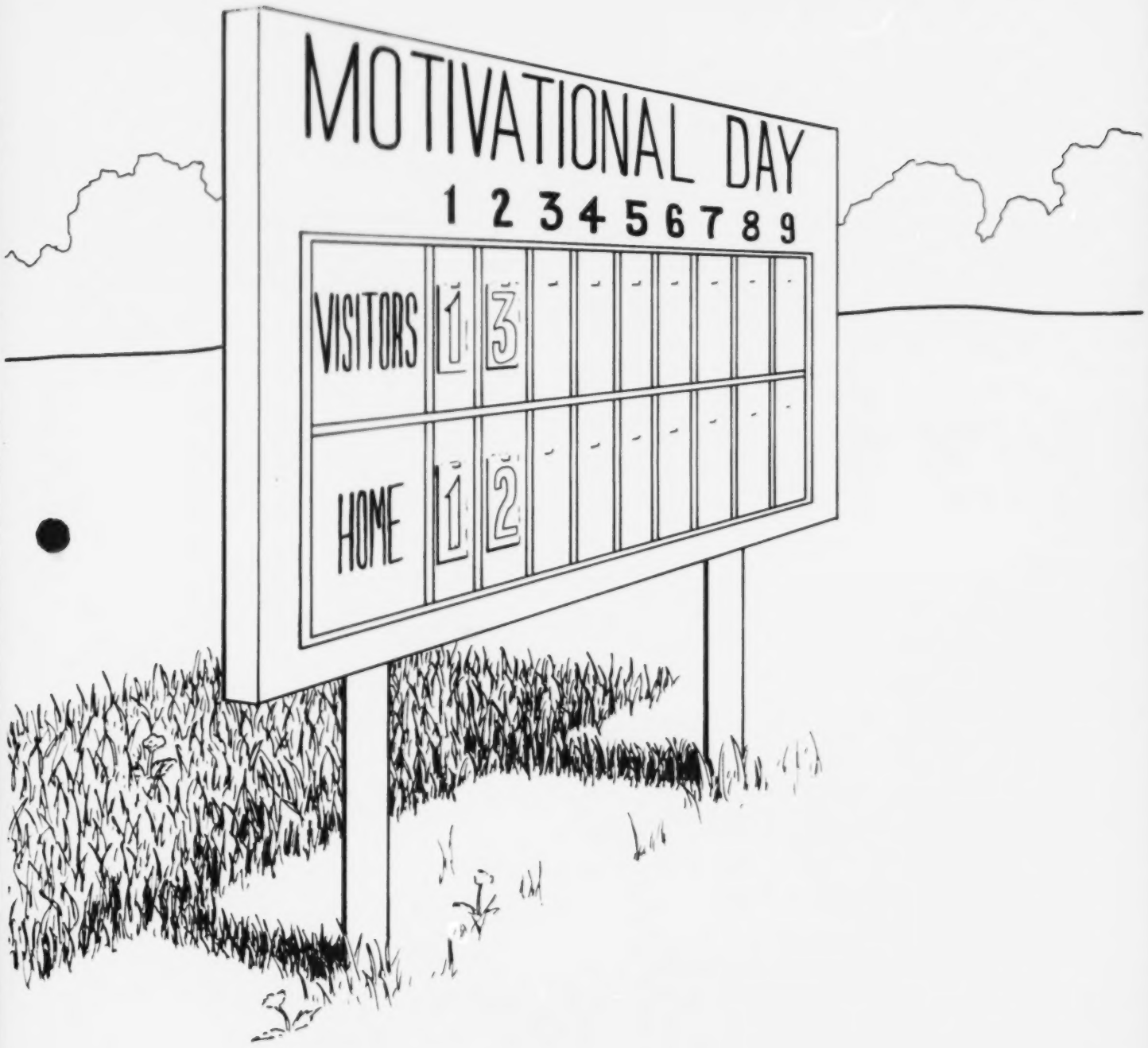
On Tuesdays, the Concession Stand was opened for all students. We do not have a concession stand area in our school but we set up tables and made decorations to appear as a concession stand might be. Students were allowed to purchase items at the concession stand with their "attendance money."

All students received seven cents a day for attending summer school. If they arrived late or left early, they would only receive four cents for that day. If they were absent, they did not receive any money. Students with perfect attendance for the week received an additional twelve cents. Real money was used by all students in Grades 2-5. Kindergarten and first grades used the plastic (natural-looking) money found in their math manipulative kit. Students could use all their money, some of it, or save it for the next week. They were not allowed to share or bring money from home.

Items available at the concession stand were either donated to the school by the community businesses, donated by the PTO, or purchased by the school. These items included cold pop, pizza, hot dogs, popcorn, peanuts, M & M's, candy bars, and licorice . . . traditional fare for all baseball enthusiasts!

Students were expected to read the menu sign, figure out the cost of their purchase, determine the correct coins to use, and compute their own change in the least amount of coins. What better way of applying math skills! Student attendance was much better after the first week the concession stand had opened.

The general opinion of the program came out during the evaluation process. Students and teachers were required to fill out an evaluation questionnaire. Teachers felt the twenty day program "went too fast" or "whizzed right by." Students liked "having reading a new way," "more access to computers," treats while they worked, and the ever-popular Concession Stand. Some suggestions for improvements were to offer a longer recess break, offer more opportunities to deviate from the summer school texts and allow teachers to prepare their own materials. Students, of course, wanted longer recess (longer than the work day) and also . . . the Concession Stand open **every** day.


MOTIVATIONAL DAY
1 2 3 4 5 6 7 8 9
VISITORS 1 3
HOME 1 2

MAJOR LEAGUE TRIVIA

How well do you know the rules of the Major Leagues?

The rules of baseball seem pretty simple at first. Hit the ball, run to first. No problem, right? There are actually hundreds of rules governing the game. See if you can get a lucky bounce and take this quiz to test your knowledge of a few Major League Baseball's rules - 1900s style!

1. What size are the bases?

   A) 12 inches square
   B) 15 inches square
   C) 8 inches square
   D) Triangle shaped

2. What size is the pitching rubber?

   A) 24 inches x 6 inches
   B) 12 inches x 4 inches
   C) 36 inches x 10 inches
   D) No regulation size

3. Dugout benches must be at **least** how far from the baseline?

   A) 10 feet B) 50 feet C) 25 feet D) 75 feet

4. What is the **maximum** allowable bat length?

   A) 38 inches
   B) 40 inches
   C) 42 inches
   D) As big as the batter can swing

5. Tape, pine tar, etc., can be no farther than ___ up the barrel of the bat?

   A) 10 inches B) 20 inches C) 15 inches D) 18 inches

6. What is the official weight of a Major League baseball?

   A) 5 to 5.25 ounces B) 6 ounces C) 4.5 ounces D) 9 ounces

7. The pitching rubber is 60 feet 6 inches from what part of the plate?

   A) The front
   B) The middle
   C) The rear point
   D) It's up to the ground crew.

8. In the ball parks constructed after 1958, the left and right field walls must be at least ___ feet from home plate.

   A) 275 feet B) 300 feet C) 325 feet D) 350 feet

9. Exactly how far apart are the bases?

   A) 45 feet B) 60 feet C) 75 feet D) 90 feet

10. What is the standard size of the batter's box?

   A) There is none
   B) 3 feet x 3 feet
   C) 4 feet x 5 feet
   D) 4 feet x 6 feet

ANSWERS - MAJOR LEAGUE TRIVIA

1. B – 15 inches square
2. A – 24 inches x 6 inches
3. C – 25 feet
4. C – 42 inches
5. D – 18 inches
6. A – 5 to 5.25 oz.
7. C – The rear point
8. C – 325 feet
9. D – 90 feet
10. D – 4 feet x 6 feet

Activity: Autographs . . . Autographs . . . Autographs

Proficiency/Indicator:

Language Arts

Write personal letters to communicate ideas.

Engage in prewriting, drafting, peer sharing, editing, and publishing.

Materials:

Papers, envelopes, stamps, list of addresses of players (See attached)

Directions:

1. Student selects a baseball player or coach from the list provided.

2. Teacher MODELS writing a friendly letter on blackboard. Students dictate this letter. (Include in the body of the letter something personal about the player.)

3. Students write their letters, peers edit, and then write in final form for reading.

Addresses for Baseball Autographs-Letter Writing

Sparky Anderson
P.O. Box 6415
Thousand Oaks, CA 91360

Ernie Banks
P.O. Box 24302
Los Angeles, CA 90024

Johnny Bench
661 Reisling Knoll
Cincinnati, OH 45226

Wade Boggs
14615 Village Glen Circle
Tampa, FL 33606

Jose Canseco
4525 Sheridan Avenue
Miami Beach, FL 33140

Andre Dawson
10301 Southwest 144th Street
Miami, FL 33176

Carlton Fisk
16612 Catawba Road
Lockport, IL 60441

Juan Gonzalez
Ext. Cantoni A-9
Vega Baja, PR 00763

Ken Griffey, Jr.
5385 Cross Bridge Drive
Westchester, OH 45014

Ricky Henderson
10561 Englewood Drive
Oakland, CA 94621

Orel Hershiser
1199 Madia Street
Pasadena, CA 91103

Tommy Lasorda
1473 West Maxzim
Fullerton, CA 92633

Micky Mantle
42 Central Park Avenue, South
New York, NY 10019

Terry Pendleton
512 North Ventura Road
Port Hueneme, CA 93041

Kirby Puckett
8924 Ashley Terrace
Brooklyn Park, MN 55443

Cal Ripken Jr.
410 Clover Street
Aberdeen, MD 21001

Nolan Ryan
719 Dezzo Drive
Alvin, TX 77511

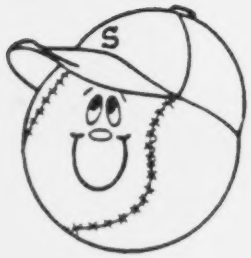
Mike Schmidt
24 Lakewood Drive
St. Charles, MO 63301

Ruben Sierra
EDIF 25 #2501, Jardines Selles
Rio Peirdras, PR 00924

Ozzie Smith
P.O. Box 8787
St. Louis, MO 63102

Footnote: Smalling, R.J. and Dennis W. Eckes. *The Sport Americana Baseball Address List*, Edgewater Book Company, Inc., 1990. Cleveland, Ohio.

Activity: Baseball Slanguage



Proficiency/Indicator:

Language Arts

Understand abbreviations and symbols.

Use phonetic and structural analysis.

Materials: List of words for each student

Directions:

1. Discuss words one at a time.

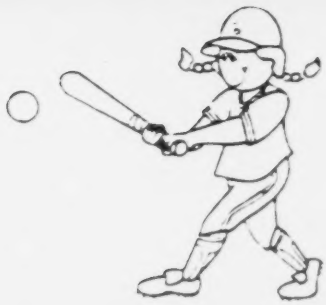
2. Students select a synonym for each word; writes it next to each spelling word.

3. Do spelling study sheet with students.

Spelling List

league	rookie
amateur	sacrifice
professional	assist
draft	batted
stolen	highlights
acquired	double play
season	collegiate - college (etc.)
career	error
aggressive	umpire

Abbreviations	**Answers**
MVP	Most valuable player
HR	Home run
RBI	Runs batted in
HT.	Height
WGT.	Weight
PCT.	Percent
VS.	Versus
NL	National League
DP	Double play
SS	Shortstop



1. List all words with double letters.

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

2. Circle the double letters.

3. Fill in vowels (a, e, i, o, u).

a. l__g__	e. s__cr__f__c__
b. __m__t__r	f. c__ll__g__t__
c. __cqu__r__d	g. __rr__r
d. c__r__r	h. __mp__r__

4. Write the two words that are past tense.

_____ _____

5. Write sacrifice, assist, and umpire as past tense.

_____ _____ _____

6. List the root words for:

professional _____

collegiate _____

aggressive _____

7. Write two other words that can be made by using the same root word.

Activity: Cards 'R' Us - Part I

Proficiency/Indicator:

Language Arts

Use writing/speaking to express ideas and clarify meaning.

Interact with a variety of printed materials.

Alter reading to purpose.

Understand abbreviations.

Write initial drafts with emphasis on content.

Share drafts with peers.

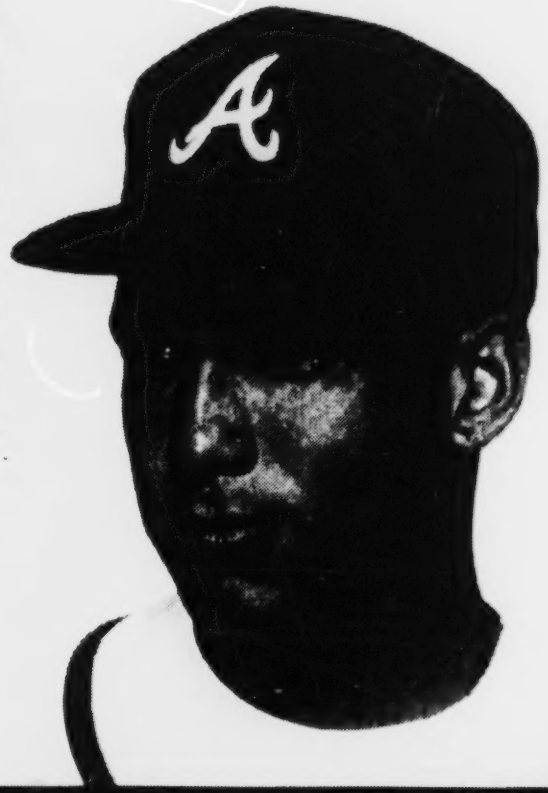
Materials: Baseball Cards, Overhead of a Baseball Card (Sheet attached)

Directions:

1. Teacher passes out baseball cards for students to peruse.
2. OR, teacher can have students bring in cards.
3. Teacher shares overhead/discuss information available on card.
4. Students alphabetize their set of cards/with a partner to check alphabetizing skills.
5. Use partner's set to sort according to American or National League.
6. Use information on the card to write a paragraph.
7. Share paragraph with partner for editing.
8. Rewrite paragraph.

DAVID CHRISTOPHER JUSTICE

327



Born: Apr. 14, 1966
Cincinnati, OH
Home: Atlanta, GA
Ht: 6' 3" Wt: 200
Bats: Left Throws: Left

DONRUSS

© 1991 LEAF INC PRINTED IN U.S.A.

CAREER HIGHLIGHTS

2nd on Braves in RBI and 3rd in HR in '91...Missed nearly 6 weeks of '91 with back injury...Had 5 RBI in 1 game 9/9/91 vs. Giants ...NL Rookie of the Year in '90, leading all major lg. rookies in HR...Began '90 season at Richmond (.356, 2 HR, 7 RBI)... Spent most of '89 at Richmond, batting .261 with 12 HR and 58 RBI...Hit .290 with 22 HR and 105 RBI at Sumter and Durham in '86...Appalachian Lg. All Star in '85 at Pulaski (.245, 10 HR and 46 RBI in 66 games)...Attended Thomas More (KY) Coll.

RECENT MAJOR LEAGUE PERFORMANCE

Series 1

*Denotes Led League

Year	Team	BA	G	AB	H	R	2B	3B	HR	RBI	SB	BB	SO
1989	Braves	235	16	51	12	7	3	0	1	3	2	3	9
1990	Braves	282	127	439	124	76	23	2	28	78	11	68	92
1991	Braves	275	109	396	109	67	25	1	21	87	8	65	81
Career		277	252	886	245	150	51	3	50	168	21	136	182

BEST COPY AVAILABLE

Activity: Cards 'R' Us - Part II

Proficiency/Indicator:

Mathematics

Formulate problems from real world situations.

Compare and order a set of whole numbers and decimals.

Find solutions to real world problems that involve the concept of percent.

Materials: Assorted baseball cards, markers, scrap paper

Directions:

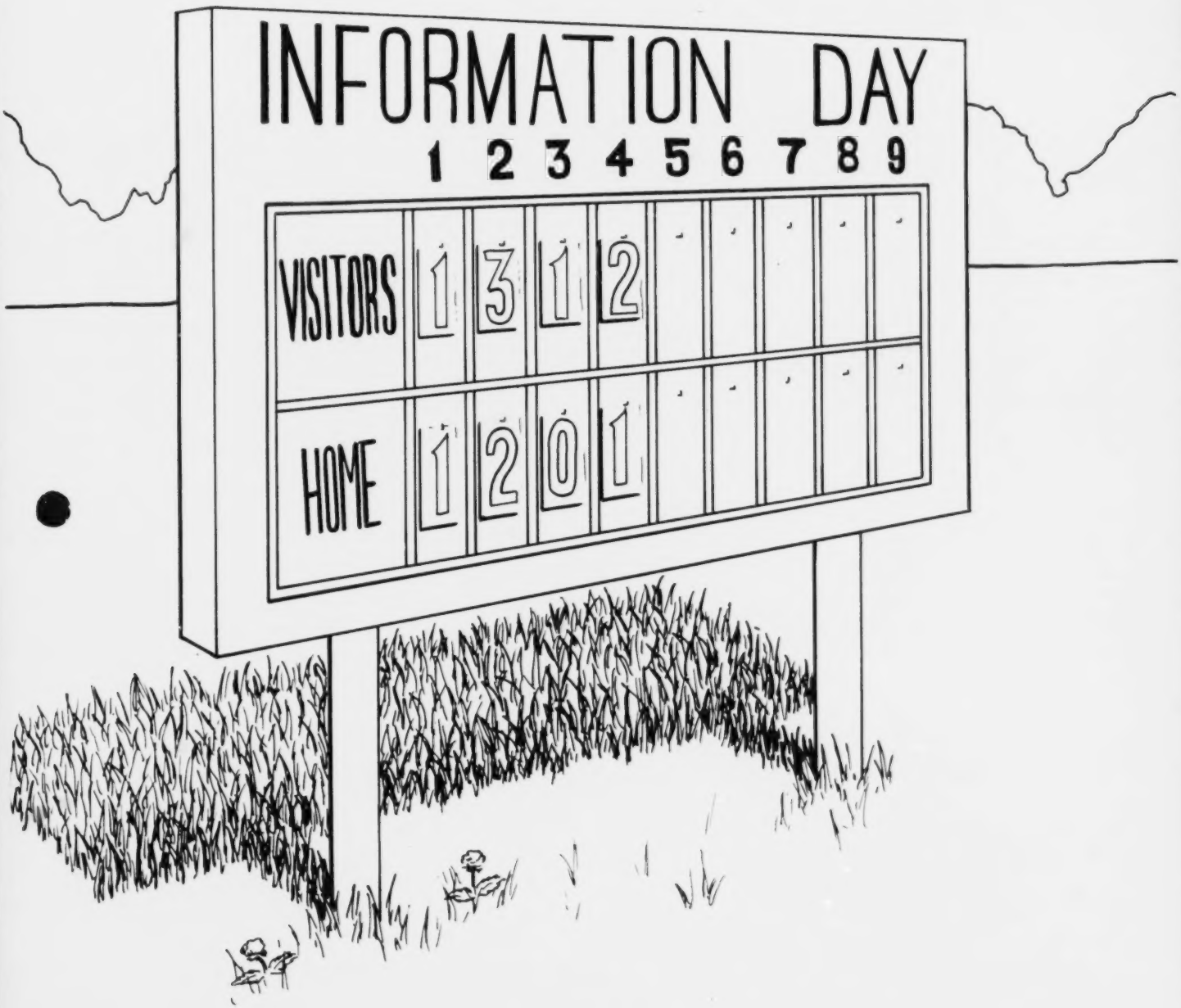
1. Provide each student with a set of 12-15 baseball cards. Have the students select one card from the set you provided. Discuss the information on the back of the card and what each statistic means.

2. At the top left-hand corner of each card is a number representing the place the card appears in an entire collector's series. Ask students to order their set from least to greatest.

3. Have students select a card from the set, making sure the player is not a pitcher. The students will then compute the players batting average (hits divided by at bats) by first estimating the batting average for their player and then using a calculator to work the problem. (When using a calculator, the average will need to be rounded to the nearest thousandth.)

4. Next, direct the students to select another non-pitcher card. Have each student locate the career batting average for the player on their card (this number will be in decimal form.) On a large piece of scrap paper, have the students record the player's career average in large print using markers. Next, direct the students to move to an area of the classroom with relatively few obstacles. The students should then order the decimals by forming a line starting with the lowest decimal and ending with the highest. Confusion may result before a decision is made by students, however, do not help the students with the placement of the highest and lowest percentage. Discuss the impact that batting average's have on a player's worth i.e., ranking and salary.

5. Students may make their own word problems using information from baseball cards.


INFORMATION DAY
1 2 3 4 5 6 7 8 9
VISITORS 1 3 1 2
HOME 1 2 0 1

WARM-UP PITCHES

WHAT'S IN A NAME?

Throughout baseball lore players have been tagged with nicknames. The history behind each nickname is as much fun as the names themselves. Some are picked up in the minor leagues, others come from a player's size or strength. But most simply, names that someone said jokingly and somehow stuck.

Test your knowledge of baseball nicknames by working in pairs and matching the nicknames with the player's full names. If you want to find out where these nicknames come from, check out baseball books from your local library.

1. Billy Buck	____	A. Dwight Gooden
2. Big Ben	____	B. Bill Buckner
3. Bye Bye	____	C. Leo Durocher
4. The Cat	____	D. Howard Johnson
5. Catfish	____	E. Andres Gallarraga
6. Charlie Hustle	____	F. Mickey Mantle
7. Chicken Man	____	G. Ernie Banks
8. Mr. Cub	____	H. Will Clark
9. Dewey	____	I. Ty Cobb
10. Doc	____	J. Jim Hunter
11. The Express	____	K. Willie Mays
12. The Georgia Peach	____	L. Nolan Ryan
13. The Hawk	____	M. Daryl Strawberry
14. Ho Jo	____	N. Ken Griffey Jr.
15. Iron Horse	____	O. Andre Dawson
16. The Kid	____	P. Ben McDonald
17. Hammerin' Hank	____	Q. Tim Raines
18. The Lip	____	R. Wade Boggs
19. The Man	____	S. Roger Clemons
20. The Thrill	____	T. George Anderson
21. Neon	____	U. Steve Balboni
22. Mr. October	____	V. Ozzie Smith
23. Pudge	____	W. Hank Aaron
24. Rock	____	X. Pete Rose
25. The Rocket	____	Y. Deion Sanders
26. Straw Man	____	Z. Dave Parker
27. Ryno	____	AA. Dwight Evans
28. Say Hey	____	BB. Stan Musial
29. Sparky	____	CC. Carlton Fisk
30. The Wizard of Oz	____	DD. Ryne Sandberg
	____	EE. Lou Gehrig
	____	FF. Reggie Jackson

ANSWERS - WHAT'S IN A NAME

1. B – Bill Buckner
2. P – Ben McDonald
3. U – Steve Balboni
4. E – Andres Galarraga
5. J – Jim Hunter
6. X – Pete Rose
7. R – Wade Boggs
8. G – Ernie Banks
9. AA – Dwight Evans
10. A – Dwight Gooden
11. L – Nolan Ryan
12. I – Ty Cobb
13. O – Andre Dawson
14. D – Howard Johnson
15. EE – Lou Gehrig
16. N – Ken Griffey, Jr.
17. W – Hank Aaron
18. C – Leo Durocher
19. BB – Stan Musial
20. H – Will Clark
21. Y – Deion Sanders
22. FF – Reggie Jackson
23. CCCarlton Fisk
24. Q – Tim Raines
25. S – Roger Clemons
26. M – Daryl Strawberry
27. DD – Ryne Sandberg
28. K – Willie Mays
29. T – George Anderson
30. V – Ozzie Smith

Activity: Read Between the Lines

Proficiency/Indicator:

Language Arts

Use language to analyze and enlarge upon thoughts.

Participate as members of a group discussion.

Write to record information.

Materials: Attached worksheet

Directions:

This is an "anticipatory set" activity for groups in a cooperative arrangement to review and define baseball rules.

1. Divide class into two to three members in a group. Brainstorm with group members. Use the worksheet provided. Write a sentence or more about each of the headings.

2. Take the subheadings and the individual sentences to write a four paragraph report on baseball. Each member might take one or two paragraphs as his/her responsibility. Use computers if available, or use butcher paper or newsprint.

3. Each group share final product with class. i.e., share final product as a sportscaster on television with microphones, commercials, etc.

Read Between the Lines

I. Baseball Field

diamond _____
bases _____
home plate _____

II. Personnel

positions of players _____
number of players _____
umpires _____
managers _____

III. Rules

innings _____
strikes _____
outs _____
balls _____
bunts _____
singles _____
doubles _____
triples _____
home runs _____
double play _____
walk _____

IV. Equipment

baseball _____
bat _____
uniform _____
glove _____

Activity:

Proficiency/Indicator:

Science Analyze systems and propose generalizations.

Materials: One expensive and one inexpensive baseball, scissors

Directions:

1. Locate an expensive and inexpensive baseball (contact the high school baseball coach or purchase them). Have students observe the design of the two baseballs and list observations about each ball.

a. How do they feel?
b. How do they smell?
c. How do they look?
d. What sounds do they make when you hit them with a bat?
e. Which goes the greatest distance when it is hit - do this three times.

2. Next, have students analyze the materials and design elements that determine the quality and price of baseballs.

a. Give each group (three to four students) one expensive and one inexpensive baseball. Do not tell them which one is the most expensive.

b. Have them remove the stitching and study the cover and other parts of the body.

c. What did they notice about the stitching? Record their observations.

d. What did they observe about the covers? How were they different?

e. What observations did they make about other parts of the baseball?

3. Which baseball did the group decide was the most expensive and best?

4. Compare and contrast the findings of all groups.

5. Graph their findings. Contact the high school baseball coach for assistance with this activity.

6. Have a baseball coach or sporting goods owner talk to class about:

a. What makes up the quality and price of baseballs.

b. Where baseballs and baseball bats are made.

c. What determines the prices of baseballs and bats.

d. What will baseball be like in the year 2000.

Activity:	The Sports Page
Proficiency/Indicator:	
Language Arts	Understand and bring meaning to reading by recognizing main idea.
	Locate information in newspapers.
	Read and make use of newspapers.
	Speak before an audience for a variety of purposes.
Materials:	Newspaper Article
Directions:	1. Bring in newspapers and let students select baseball articles/or students can bring in baseball articles.
	2. Students read an article. Have students cut out the article and underline the main ideas they want to share.
	3. Direct students to summarize what their article was about.
	4. Teacher collects cut out articles to ascertain if students found main ideas.

Class Champion

Good Sports

High Scorers

Activity: Baseball Greatest Hits

Proficiency/Indicator:

Language Arts

Use note taking techniques to select and record information.

Use writing to express ideas.

Read drafts aloud to hear the message.

Write biographical sketches.

Materials: Encyclopedias, biographies

Directions:

1. Students select a baseball player they will write a biographical sketch about.

2. Teacher lists on board what information is wanted:

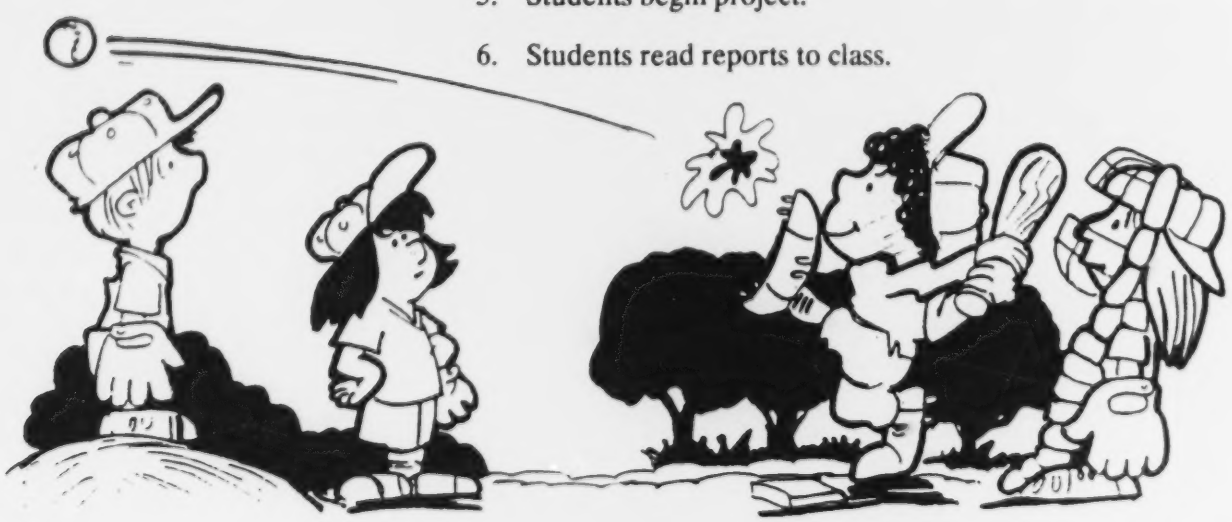
a. full name
b. date of birth
c. birthplace
d. parents
e. education - high school, college
f. one thing of interest
g. team he plays/played for, etc.
h. career highlights, unusual feats.

3. Teacher selects a player and with student's help locates the above information from an encyclopedia.

4. Teacher MODELS using the information to write a paragraph.

5. Students begin project.

6. Students read reports to class.



Activity: How Much Does It Cost?

Proficiency/Indicator:

Mathematics

Formulate problems from real world situations.

Use investigative, cooperative learning, and communication in the problem-solving process.

Materials: Cost analysis information from different baseball organizations, calculator (optional)

Directions:

1. Students should write to a local little league, a minor baseball league, or a major baseball league for information on the following:

a. Average cost to sponsor one baseball game.
b. Average concession stand earnings per game.
c. Average game attendance.
d. Admission fees for a game. Include information on season ticket box holders.

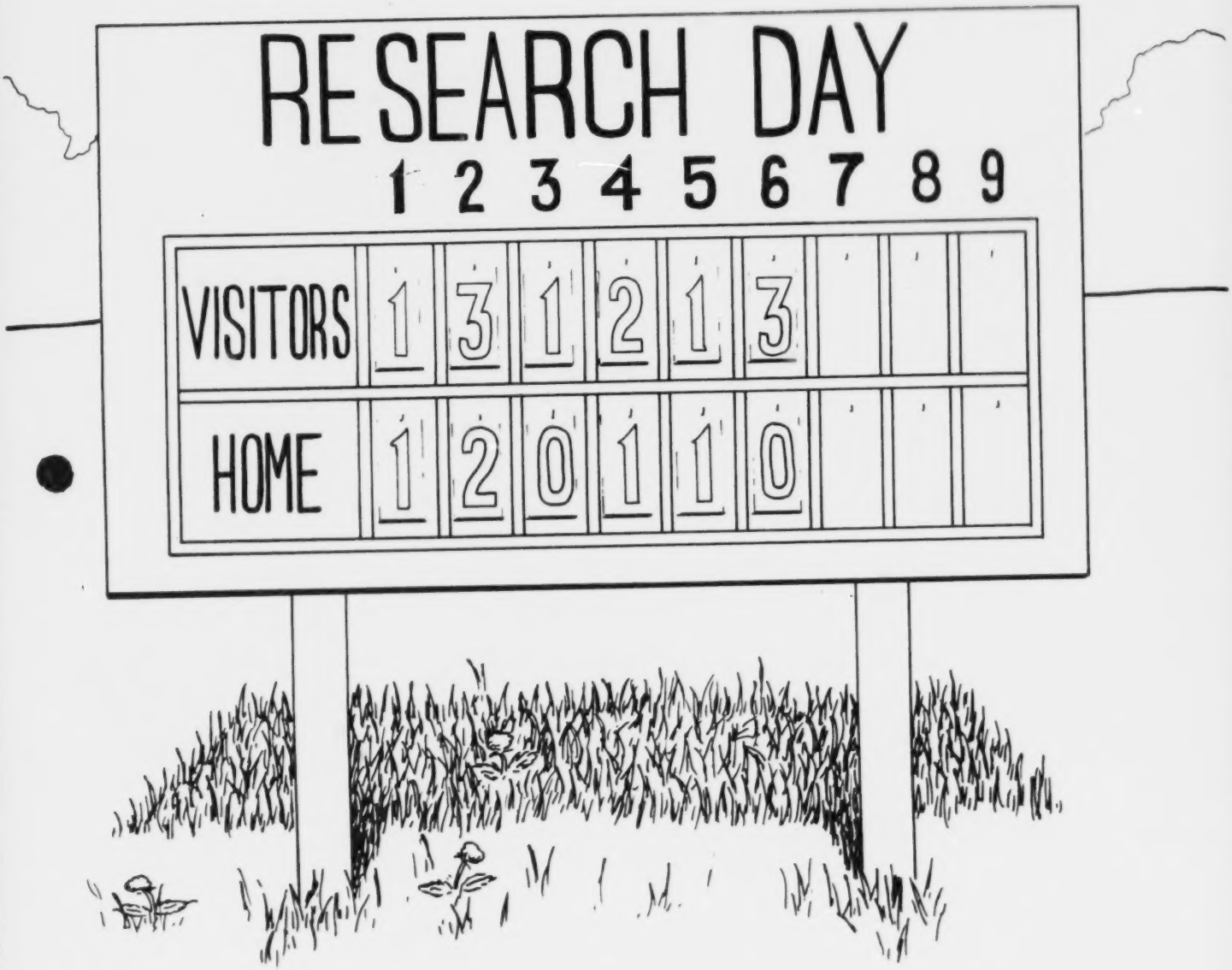
2. With the above information, students can generate many word problems to solve. At this point, students should be assigned to a team of two to three per group.

3. With the information on concession stand earnings, students should solve the problem of "How much do we charge to make a profit?" They would investigate the cost of one hot dog, one bun, and condiments for one sandwich. With this information, students can determine the price of each of the concession stand food items. Determining unit prices is a very valuable lesson in consumer mathematics. Students might also want to contact the individual concession stands and determine what they charge for their food items, and, then, do a comparison.

4. Students should investigate all the costs and procedures involved in sponsoring a baseball game. This information-gathering procedure should include the cost of the maintenance crew, utilities cost, grounds upkeep, etc.

5. Using both the attendance figures and the admission fees, students can determine the total receipts for a typical baseball game.

6. This cost analysis activity will generate enough statistical data and numerical information for the groups of students to solve a variety of word problems. The students should be encouraged to create their own problems, and, then, ask someone else in the class to solve them.


RESEARCH DAY
1 2 3 4 5 6 7 8 9
VISITORS 1 3 1 2 1 3
HOME 1 2 0 1 1 0

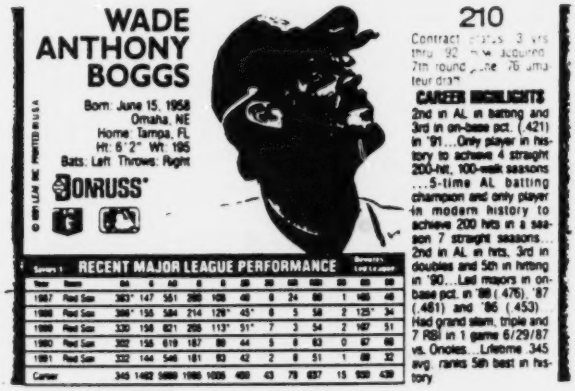
WARM-UP PITCHES

IT'S IN THE CARDS

Batting Stats

These are the abbreviations on the back of a hitters card. Check out Wade Bogg's card and fill in the blanks. What was Wade's SO ratio (SO per AB) for the 1991 season?

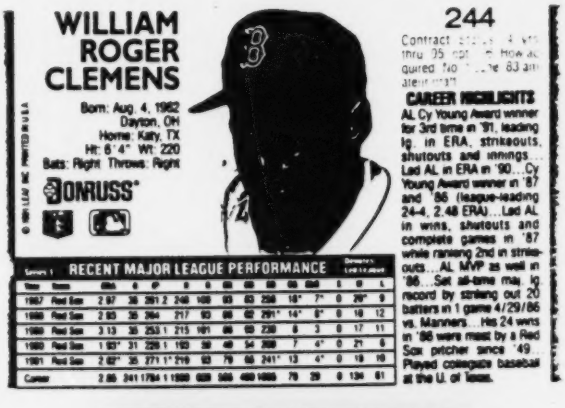
AVG		3B	
G		HR	
AB		RB	
R		BB	
H		SO	
2B		SB	



Pitching Stats

This is the back of Roger Clemens' card. Did you ever wonder what all those abbreviations mean? Fill in the answers.

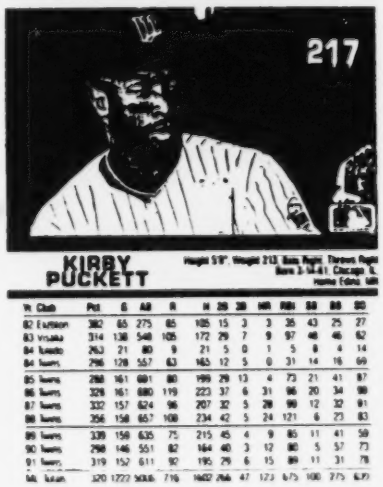
W		SHO	
L		SV	
ERA		R	
G		H	
IP		BB	
CG		SO	



Home Run Ratios

See if you figure out Kirby Puckett's home run ratios for the five years listed on the card. Divide the number of At bats by the number of Home Runs.

	At Bats	Homers	Home Run Ratio
1986			
1987			
1988			
1989			
1990			
1991			



BEST COPY AVAILABLE

ANSWERS - IT'S IN THE CARDS

Batting Stats

AVG - Batting Average
G - Games Played
AB - At Bats
R - Runs Scored
H - Hits
2B - Doubles
3B - Triples
HR - Home Runs
RBI - Runs Batted In
BB - Bases on Balls
SO - Strikeouts
SB - Stolen Bases

Pitching Stats

W - Wins
L - Loses
ERA - Earned Run Average
G - Games
CG - Complete Games
SHO - Shutouts
SV - Saves
IP - Innings Pitched
R - Runs Given Up
H - Hits Given Up
BB - Base on Balls
SO - Strikeouts

Home Run Ratios

	At Bats	Homers	Home Run Ratio
1986	680	31	22
1987	624	28	22
1988	657	24	27
1989	635	9	71
1990	551	12	46
1991	611	15	44

35

Activity: Batter Up

Proficiency/Indicator:

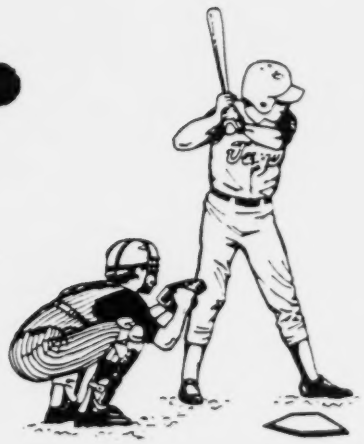
Science Data gathering and investigative skills

Materials: Baseballs, bats, measuring tape(s), paper, pencil

Directions: Use a baseball field or play ground to experiment how far a baseball will travel when hit by a metal bat and a wooden bat. Check with the high school baseball or track coach for measuring tapes and baseballs. This activity must be carefully supervised, perhaps parents or community members could assist. Divide the students into teams of three or four. Have each team:

1. Hit the ball three (3) times with a metal bat and measure how far the ball travels.

2. Add the distances together and divide by three to obtain an average.



3. Hit the ball three (3) times with a wooden bat and measure how far the ball travels.

4. Add the distances together and divide by three (3) to obtain an average.

5. Compare the two averages and decide which bat has more driving power.

6. Compare your findings to other groups.

7. Graph this information on a chart.

	Distance Metal Bat	Distance Wooden Bat
Group 1 Group 2 Group 3 Group 4 Totals		

8. Which bat did the class decide was best?

Activity: Who Was the Greatest Yankee Home Run Hitter?

Proficiency/Indicator:

Mathematics

Interpret and analyze data from graphs, tables, and charts.

Choose an appropriate scale and construct as graph using given information and graph information.

Collect, organize, and present a set of numerical data using displays, such as stem-and-leaf and box-and-whisker plots.

Understand and determine the various measures of central tendency of a set of data (mean, median, mode).

Materials: Yankee home run chart (sheet attached), graph paper

Directions: Using the table provided, answer the following questions:

1. At first glance, which player appears to be the greatest home run hitter? Give reasons for your choice.

2. Rank the four players in a manner meaningful to you. (You might choose to compute the means, medians, or quartiles, or make line plots, stem-and-leaf plots or box plots.)

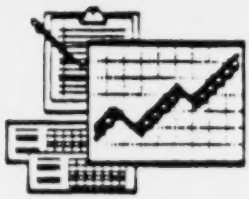
3. Explain the ranking of the four players and state your rationale for the choice of plots.

Extended Activity: Students could do similar activities with other teams and home run hitters. They should do the research first and then create their plot and interpret the data.

YANKEE HOME RUN CHART

Babe Ruth		Lou Gehrig		Mickey Mantle		Roger Maris	
Year	Home Runs	Year	Home Runs	Year	Home Runs	Year	Home Runs
1920	54	1923	1	1951	13	1960	39
1921	59	1924	0	1952	23	1961	61
1922	35	1925	20	1953	21	1962	33
1923	41	1926	16	1954	27	1963	23
1924	46	1927	47	1955	37	1964	26
1925	25	1928	27	1956	52	1965	8
1926	47	1929	35	1957	34	1966	13
1927	60	1930	41	1958	42		
1928	54	1931	46	1959	31		
1929	46	1932	34	1960	40		
1930	49	1933	32	1961	54		
1931	46	1934	49	1962	30		
1932	41	1935	30	1963	15		
1933	34	1936	49	1964	35		
1934	22	1937	37	1965	19		
		1938	29	1966	23		
		1939	0	1967	22		
				1968	18		

(Source: Macmillan Baseball Encyclopedia, 4th edition)



Activity: Data Collection and Graphing

Proficiency/Indicator:

Mathematics

Interpret and analyze data from graphs, tables, and charts.

Choose an appropriate scale and construct a graph using given information and graph information.

Collect, organize, and present a set of numerical data using displays, such as stem-and-leaf and box-and-whisker plots.

Understand and determine the various measures of central tendency of a set of data (mean, median, mode).

Materials:

Reference books, baseball books, and baseball magazines listing team pennant winners and team colors, baseball cards, graph paper

Directions:

1. Students should be divided into teams of two or three per group. Each group researches team pennant winners for a certain number of years, team colors, home run leaders, or attendance figures. (See attached charts)

2. With the information obtained, the groups can interpret their data and graph it in some form (line, bar, circle, stem-and-leaf, box plots, etc.)

3. As an additional activity in data collection and graphing, students can survey other members of the class about their favorite team, favorite player, etc., and from this information make a graph. Keep in mind graphs need a title and both axes labeled.

4. After graphs have been made, a large group discussion should follow. Students need practice interpreting data from the graph. Questions should include, "How many more students like the Cubs than the Cardinals?" "How many students like either the Cubs, the Cardinals, or the Mets?" Do not limit questions to a single piece of information from the graph.

HOME RUN LEADERS

Year	National League	HR	American League	HR
1926	Hack Wilson, Chicago	21	Babe Ruth, New York	47
1927	Hack Wilson, Chicago	30	Babe Ruth, New York	60
1928	Hack Wilson, Chicago	31	Babe Ruth, New York	54
1929	Charles Klein, Philadelphia	43	Babe Ruth, New York	46
1930	Hack Wilson, Chicago	56	Babe Ruth, New York	49
1931	Charles Klein, Philadelphia	31	Babe Ruth, New York	46
1932	Charles Klein, Philadelphia	38	Jimmy Foxx, Philadelphia	58
1933	Charles Klein, Philadelphia	28	Jimmy Foxx, Philadelphia	48
1934	Rip Collins, St. Louis	35	Lou Gehrig, New York	49
1935	Walter Berger, Boston	34	Jimmy Foxx, Philadelphia	36
1936	Mel Ott, New York	33	Lou Gehrig, New York	49
1937	Mel Ott, New York	31	Joe DiMaggio, New York	46
1938	Mel Ott, New York	36	Hank Greenberg, Detroit	58
1939	John Mize, St. Louis	28	Jimmy Foxx, Boston	35
1940	John Mize, St. Louis	43	Hank Greenberg, Detroit	41
1941	Dolph Camill, Brooklyn	34	Ted Williams, Boston	37
1942	Mel Ott, New York	30	Ted Williams, Boston	36
1943	Bill Nicholson, Chicago	29	Rudy York, Detroit	34
1944	Bill Nicholson, Chicago	33	Nick Etten, New York	22
1945	Tommy Holmes, Boston	28	Vern Stephens, St. Louis	24
1944	Ralph Kiner, Pittsburgh	23	Hank Greenberg, Detroit	44
1947	Ralph Kiner, Pittsburgh	51	Ted Williams, Boston	32
1948	Ralph Kiner, Pittsburgh	40	Joe DiMaggio, New York	39
1949	Ralph Kiner, Pittsburgh	54	Ted Williams, Boston	43
1950	Ralph Kiner, Pittsburgh	47	Al Rosen, Cleveland	37
1951	Ralph Kiner, Pittsburgh	42	Gus Rosen, Chicago	37
1952	Ralph Kiner, Pittsburgh	37	Larry Doby, Cleveland	32
1953	Ed Mathews, Milwaukee	47	Al Rosen, Cleveland	43
1954	Ted Kluszweski, Cincinnati	49	Larry Doby, Cleveland	32
1955	Willie Mays, New York	51	Mickey Mantle, New York	37
1956	Duke Snider, Brooklyn	43	Mickey Mantle, New York	52
1957	Hank Aaron, Milwaukee	44	Roy Slevers, Washington	42
1958	Ernie Banks, Chicago	47	Mickey Mantle, New York	42
1959	Ed Mathews, Milwaukee	46	Rocky Colavito, Cleveland	42
1960	Ernie Banks, Chicago	41	Mickey Mantle, New York	40
1961	Orlando Copeda, San Francisco	46	Roger Maris, New York	61
1962	Willie Mays, San Francisco	49	Harmon Killebrew, Minnesota	48
1963	Hank Aaron, Milwaukee	44	Harmon Killebrew, Minnesota	45
1964	Willie Mays, San Francisco	47	Harmon Killebrew, Minnesota	49
1965	Willie Mays, San Francisco	52	Tony Conigllaro, Boston	32
1966	Hank Aaron, Atlanta	44	Frank Robinson, Baltimore	49
1967	Hank Aaron, Atlanta	39	Carl Yastrzemski, Boston	44

1968	Willie McCovey, San Francisco	36	Frank Howard, Washington	44
1969	Willie McCovey, San Francisco	45	Harmon Killebrew, Minnesota	49
1970	Johnny Bench, Cincinnati	45	Frank Howard, Washington	44
1971	Willie Stargell, Pittsburgh	48	Bill Melton, Chicago	33
1972	Johnny Bench, Cincinnati	40	Dick Allen, Chicago	37
1973	Willie Stargell, Pittsburgh	44	Reggie Jackson, Oakland	32
1974	Mike Schmidt, Philadelphia	36	Dick Allen, Chicago	32
1975	Mike Schmidt, Philadelphia	38	George Scott, Milwaukee	36
1976	Mike Schmidt, Philadelphia	38	Graig Netles, New York	32
1977	George Foster, Cincinnati	52	Jim Rice, Boston	39
1978	George Foster, Cincinnati	40	Jim Rice, Boston	46
1979	Dave Kingman, Chicago	48	Gorman Thomas, Milwaukee	45
1980	Mike Schmidt, Philadelphia	48	Reggie Jackson, New York	41
			Ben Ogiluie, Milwaukee	41
1981	Mike Schmidt, Philadelphia	31	Tony Armas, Boston	22
			Dwight Evans, Boston	22
			Bobby Grinch, California	22
			Eddie Murray, Baltimore	22
1982	Dave Kingman, New York	37	Reggie Jackson, California	39
			Gorman Thomas, Milwaukee	39
1983	Mike Schmidt, Philadelphia	40	Jim Rice, Boston	39
1984	Dale Murphy, Atlanta	36	Tony Armas, Boston	43
			Mike Schmidt, Philadelphia	36
1985	Dale Murphy, Atlanta	37	Darrell Evans, Detroit	40
1986	Mike Schmidt, Philadelphia	37	Jesse Barfield, Toronto	40
1987	Andre Dawson, Chicago	49	Mark McGwire, Oakland	49
1988	Darryl Stanberry, New York	39	Jose Canseco, Oakland	42
1989	Kevin Mitchell, San Francisco	47	Fred McGriff, Toronto	36
1990	Ryne Sandberg, Chicago	40	Cecil Fielder, Detroit	51
1991	Howard Johnson, New York	38	Cecil Fielder, Detroit	44

(Source: The World Almanac and Book of Facts, 1992 edition.)

41

ATTENDANCE CHART

YANKEES			METS	
Finish	Attendance	Year	Attendance	Finish
Second	2,214,587	1985	2,751,437	Second
Third	1,821,815	1984	1,829,482	Second
Third	2,257,976	1983	1,103,808	Sixth
Fifth	2,041,219	1982	1,320,055	Sixth
First	1,614,533	1981	701,910	Fifth
First	2,627,417	1980	1,178,659	Fifth
Fourth	2,537,765	1979	788,905	Sixth
First	2,335,871	1978	1,007,328	Sixth
First	2,103,092	1977	1,066,825	Sixth
First	2,012,434	1976	1,468,754	Third
Third	1,288,048	1975	1,730,566	Third
Second	1,273,075	1974	1,722,209	Fifth
Fourth	1,262,077	1973	1,912,390	First
Fourth	966,328	1972	2,134,185	Third
Fourth	1,070,771	1971	2,266,680	Third
Second	1,136,879	1970	2,967,479	Third
Fifth	1,067,996	1969	2,175,373	First
Fifth	1,125,124	1968	1,781,657	Ninth
Ninth	1,141,714	1967	1,565,492	Tenth
Tenth	1,124,648	1966	1,932,693	Ninth
Sixth	1,213,552	1965	1,768,389	Tenth
First	1,305,636	1964	1,732,597	Tenth
First	1,308,920	1963	1,080,108	Tenth
First	1,493,574	1962	922,530	Tenth

(Source: Newark Star-Ledger, April 7, 1985)

Activity: Timeline

Proficiency/Indicator:

Language Arts Understand and bring meaning by sequencing.

Materials: A sheet of plain white shelf paper, attached sample time line

Directions:

1. On shelf paper mark off years.
2. Tape on wall where students can write on it.
3. Write names of players on paper that played baseball during these years.
4. Use biographical sketches, articles, etc., to add to timeline.

Source: Donruss Learning Series

SAMPLE TIME LINE

Baseball invented by Abner Doubleday	**1839**	President Martin Van Buren sponsors 10 hour workday
Alexander Cartwright draws up rules of the game	**1845**	Texas is annexed
National League founded	**1876**	Alexander Graham Bell invents the telephone
New York Yankees buy George Herman Ruth from Boston	**1920**	Warren G. Harding elected President
First All-Star Game	**1933**	Prohibition Repealed
Jackie Robinson becomes the first African-American man to play in the Major Leagues	**1947**	United Nations founded
Stan Musial retires	**1963**	John F. Kennedy is assassinated
Hank Aaron hits 715th home run	**1974**	Nixon becomes 1st President to resign from office
Major earthquake in San Francisco during World Series	**1989**	America cheers as the Berlin Wall comes down

Activity: "Take Me Out to the Ballgame"

Proficiency/Indicator:

Language Arts

Recognize rhyme scheme.

Analyze the values presented in a song.

Materials: Closure sheet

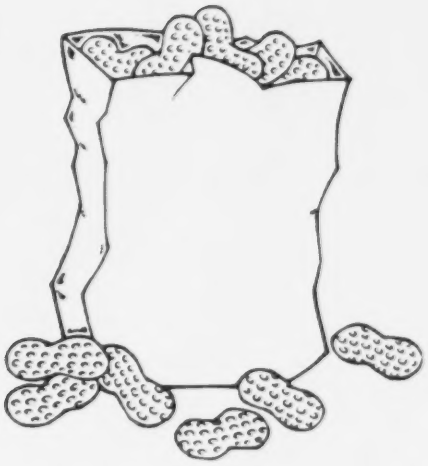
Directions:

1. Pass out "Take Me Out to the Ballgame." (Attached sheet)
2. Students fill in missing words.
3. Discuss rhyme scheme.
4. Discuss Harry Carey who leads fans in singing of this song.
5. Do choral reading: i.e.,

a. Girls say pronouns
b. Guys say remainder
c. Sing in rounds
d. Sing it all together!

6. Compose a "rap" or song about baseball settings.
7. Draw impressions of a baseball game, i.e., murals, chalk, paint, newsprint, posterboard.

Take Me Out To The Ball Game



Take me out to ___ ballgame,

Take me out __ the park,

Buy me ____ peanuts and cracker jacks,

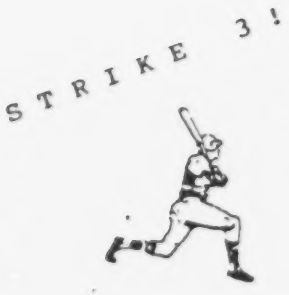
_ don't care if I ____ get back,

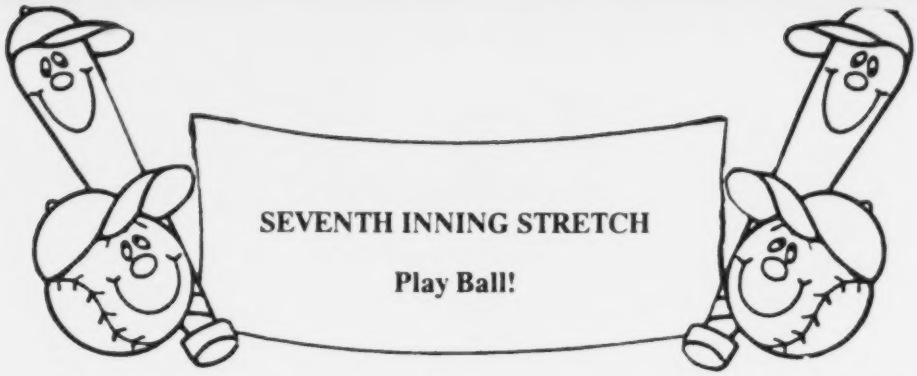
For it's ____, root, root for the home team,

If they don't win ____ a shame,

for it's ___, two, three strikes

you're ___ at the ole ball ____.





Teachers can use this baseball game to review facts and concepts in any content area. It is simple to play, and the use of real baseball cards adds a significant degree of realism. Your students will love to play this game.

The object of the game is to score more runs than the opposing team. Each student receives one baseball card (pitcher card optional), and takes a position in the "batting order." The teacher asks questions to each batter. If the student does not know the answer he/she "strikes out." If he/she answers the question correctly then dice are rolled and charts are consulted to determine if the result is a "hit" or an "out," and if a "hit" is a single, double, triple, or home run. Teams can also make base stealing and bunting decisions. The game is over when nine innings are played or when a time limit is reached.

Rules

1. Divide the class into two teams. Each team has one student who doubles as the team manager. Distribute a baseball card to each student, making sure that the card represent players of a variety of ability levels i.e., not all superstars. Students may wish to choose all players from the same professional team.

2. Determine a batting order for each team.

3. Keep track of the score on the chalkboard. Also draw a baseball diamond on the board to keep track of base runners.

4. Read a question to each batter. A correct answer means the batter makes contact and hits the ball into play. A missed answer is a strike out.

5. After a correct answer, the student rolls the dice and uses the Batting Chart to determine if the ball that was put into play results in a "hit" or an "out." To find the correct column on the chart, use the career batting average of the player on the card. (Another possibility is to choose a particular year to simulate. Of course, make sure all the baseball players actually played during that year!) After three outs the other side is "up."

6. If a player gets a "hit," then he/she rolls the dice again and uses the Slugging Chart to determine whether the hit is a single (S), double (D), triple (T), or home run (HR). To find the correct column, determine the player's career average yearly home run total. Simply have students divide the number of career home runs by the number of years played. (When only a few games are played in a year this can distort averages. You may wish to count only years where players have played in more than 20 games. Also, on some baseball cards, only major league, as opposed to minor league, statistics are considered when computing home run and

stolen base totals. If this is true, when computing averages, divide by the number of years in the major leagues.)

7. Players and baserunners advance the number of bases determined by the type of hit. A single advances all runners one space, a double two spaces, and so on.

8. To keep the game moving, have players compute and record averages before the game begins.

9. (Optional) After a successful hit, the player (or manager) may also decide to attempt a steal. Roll the dice and use the Base Stealing Chart to determine if the base stealer is safe or out. To determine the correct column, determine the player's career average yearly stolen base total. Divide the career stolen base total by the years played. No stealing of home base is allowed. When runners are on first and second bases, a successful steal attempt will result in a "double steal." In this case, use the stealing statistics of the lead runner. (To help managers make decisions, students can record and summarize the base stealing statistics for their team.)

10. (Optional) After answering a question correctly, a player (or manager) may choose to sacrifice bunt instead of hit. Use the Bunting Chart. A successful bunt (S on the chart) moves all runners (except those on third base) forward one base, with the batter being out. A U means the sacrifice is unsuccessful, the batter still being out. A Hit means that the sacrifice is successful, and that the batter gets an infield hit, advancing to first base.

11. Rule Variations: Teachers can vary the game by creating different rules.

    a. Defensive Dice Rolls: Let the defensive team roll the dice after each successful hit (except a home run) by the opponent. If the defensive team rolls a 2 or a 12, the batter is out for trying to stretch his hit to an extra base.

    b. Buying Teams: Teachers could also give teams a set amount of money and have them purchase player contracts. Available players and their salaries could be posted on the board. Or, teams could bid on players' contracts, letting the auction prices determine player salaries.

    c. Using Pitchers: Teams must choose (purchase) several pitchers of varying abilities i.e., significantly different ERAs. Make several new Batting Charts, adding or taking away "outs" to reflect pitchers with different ERAs. For example, if a pitcher has a very low (and therefore excellent) ERA you could make all dice rolls of 10 an "out" instead of "hit" as they are now. If National League Rules are used and pitchers bat, use the Pitcher's Only column on the Batting Chart. Make up rules determining how many innings a pitcher may pitch. Teams may also pinch hit for pitchers. The student representing the former pitcher could represent the new pinch hitter.

    d. All Star Games: Let students pick the best possible players from each league and then have an All Star Game.

BATTING CHART

Batting Percentage

Dice Roll	< .210	.210-.239	.240-.249	.270-.299	Over.299	Pitcher Only
2	Hit	Hit	Hit	Hit	Out	Hit
3	Hit	Hit	Hit	Out	Hit	Hit
4	Hit	Hit	Hit	Hit	Hit	Hit
5	Hit	Out	Out	Hit	Hit	Hit
6	Out	Out	Hit	Hit	Hit	Out
7	Out	Out	Out	Out	Out	Out
8	Out	Hit	Hit	Hit	Hit	Out
9	Hit	Hit	Out	Out	Hit	Out
10	Hit	Hit	Hit	Hit	Hit	Hit
11	Hit	Hit	Hit	Hit	Hit	Hit
12	Hit	Hit	Hit	Hit	Out	Hit

SLUGGING CHART

Average Home Runs

Dice Roll	0-7	8-14	15-20	21-29	Over 30
2	T	HR	HR	HR	HR
3	D	T	T	HR	HR
4	S	D	D	T	T
5	S	S	S	D	D
6	S	S	S	S	S
7	S	S	S	S	S
8	S	S	S	S	S
9	S	S	S	S	D
10	S	S	D	D	HR
11	D	D	HR	HR	HR
12	HR	HR	HR	HR	HR

BASE STEALING CHART

Average Yearly Stolen Bases

Dice Roll	0-7	8-14	15-20	21-29	Over 30
2	Safe	Safe	Safe	Safe	Out
3	Safe	Safe	Safe	Out	Safe
4	Safe	Safe	Safe	Safe	Safe
5	Out	Out	Out	Safe	Safe
6	Out	Out	Safe	Safe	Safe
7	Out	Out	Out	Out	Out
8	Out	Safe	Safe	Safe	Safe
9	Out	Safe	Out	Out	Safe
10	Safe	Safe	Safe	Safe	Safe
11	Safe	Safe	Safe	Safe	Safe
12	Safe	Safe	Safe	Safe	Out

BUNTING CHART

Dice Roll	
2	Hit
3	Hit
4	S
5	S
6	S
7	U
8	S
9	S
10	S
11	Hit
12	Hit

ACTIVITY DAY
1 2 3 4 5 6 7 8 9
VISITORS 1 3 1 2 1 3 0 0
HOME 1 2 0 1 1 0 0 6

WARM-UP PITCHES
BASEBALL UNIFORMS

The New York Knickerbockers were the first team to wear baseball uniforms. In 1851 they appeared wearing dark blue trousers, white shirts, and straw hats! The baseball uniform has gone through many changes since those early days. Pictures from the 1940s show baggy pants, which became much more tight-fitting in the 1960s. Colors have also changed. Bright colors were not introduced until 1962, when the Kansas City Athletics wore green and gold uniforms. Within a few years, other teams were wearing bright colors, too!

Color can make a big difference in the appeal of a uniform and what it represents. Some meanings commonly associated with colors are:

White:	strength, purity, innocence
Black:	strength, death, fear
Yellow:	life, sun, truth
Red:	liberty, love, life
Purple:	royalty, honor
Blue:	truth, protection, strength
Green:	happiness, good fortune, growth
Brown:	pleasure, humility

If you were to design a baseball uniform, what colors would you choose? Why would you choose them?

_____

_____

_____

What would you name your team? _____

What symbols would you use to represent your team? Why?

_____

_____

_____

Using your colors and symbols, design a new baseball uniform for your favorite team!

Challenge Project: Create a pictorial timeline showing the changes in uniforms over the years.

Source: Donruss Learning Series

Activity: Out In Left Field

Proficiency/Indicator:

Mathematics Identify and use appropriate units of measurement.

Materials: Yardsticks, meter sticks, trundle wheels, tape measures, drawing paper

Directions:

1. Divide students into teams of two or three per group. Some students should measure the baseball field using the customary unit of measure for length and other students should use the metric linear unit of measure.

2. Measurement of the baseball field should include the distance from home plate to first base, first base to second base, second base to third base, third base to home plate and home plate to the pitcher's mound.

3. After all the dimensions have been obtained, students in their groups should make a scale drawing of the baseball field.

4. If a baseball field is not available for measurement, students can research the information using reference and library books and then make a scale drawing using the obtained data.

Activity: Fraction Baseball

Proficiency/Indicator:

Mathematics

Perform the four fundamental operations on whole numbers, fractions, and decimals.

Materials:

A game board showing a baseball field, with various fractions labeled (see attached):

Two dice (red and white) with the following fractions written on their faces:

"RED" – 5/7, 8/9, 2/3, 7/10, 4/5, 5/6 and
"WHITE" – 1/6, 1/3, 2/5, 4/9, 5/8, 1/4

Tokens that allow players to advance on the bases.

Directions:

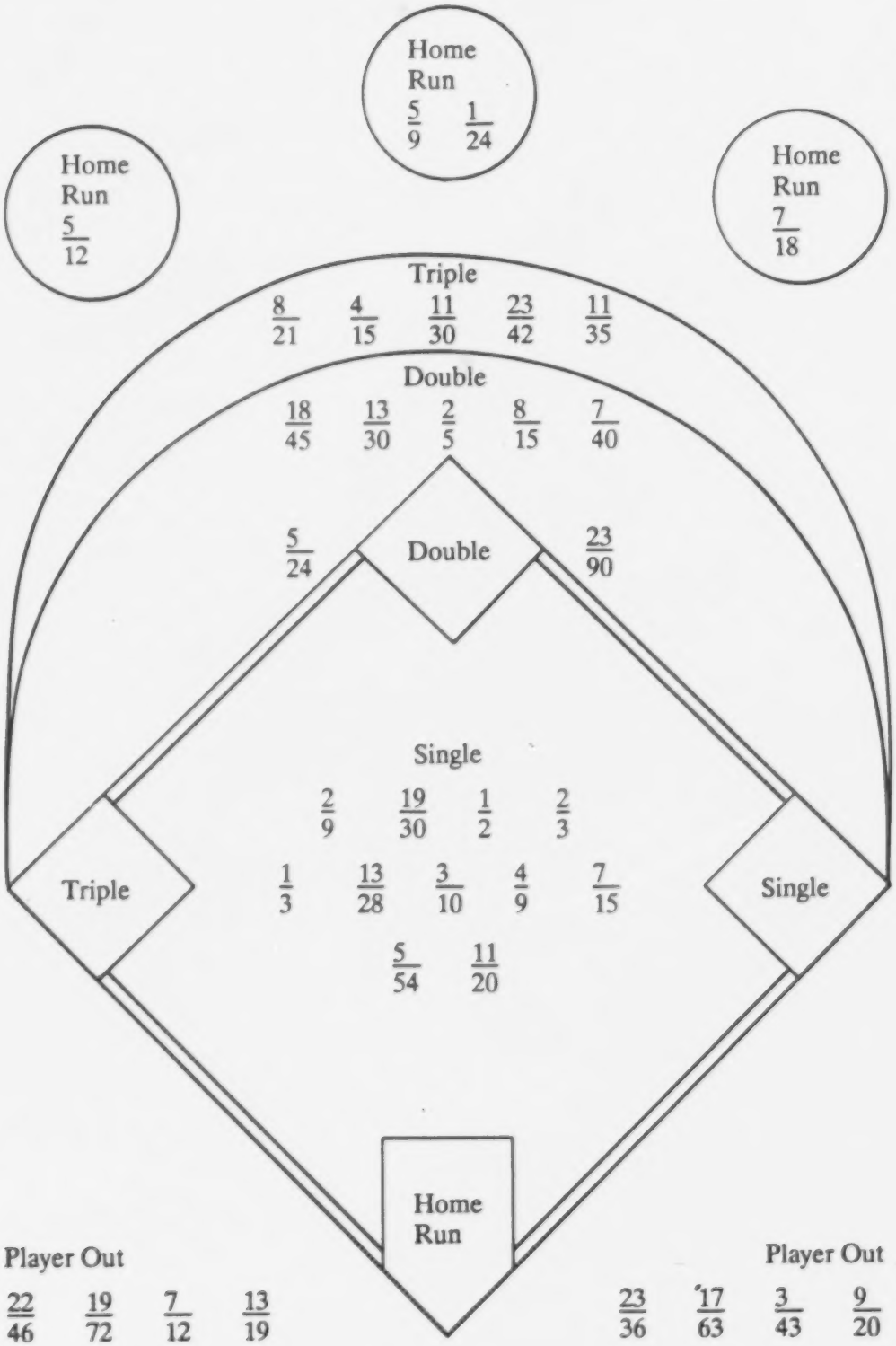
1. Players take turns rolling the dice and subtracting the fraction shown on the white die from the fraction on the red die.

2. The player then finds the answer on the field and advances his or her token the number of bases designated. If a fraction is labeled "player out," the player loses a turn. Once a player reaches home plate, he or she scores one run (one point). (Note: For example, if a token is on second base and a player rolls a home run, the token is advanced four bases – the player receives one point and ends up on second base again.)

3. The player who has scored the most runs at the end of the game is the winner. The number of innings to be played or a time limit can be set by the teacher.

4. The game can be played with addition, multiplication, and division of fractions. The same fractions on the dice can be used, but the answers on the field should be changed.

SAMPLE FRACTION BASEBALL BOARD



Activity: Call 'Em Like You See 'Em

Proficiency/Indicator:

Language Arts

1. Speak expressively by varying volume, rate, and information.

Materials: Video (VCR) tape of a baseball game

Directions:

1. Students watch game (no audio) and plan how they would broadcast (play radio sports broadcaster) for a series of plays. They can use notes or do it impromptu.

2. Tape students' broadcasting.

3. Students listen and critique their broadcasts.

Activity: Casey At The Bat

Proficiency/Indicator:

Language

ArtsInteract with a variety of printed materials e.g., poetry.

Recognize rhyme scheme.

Be curious about unfamiliar words and use dictionary to determine meaning.

Understand and bring meaning to reading by paraphrasing.

Materials: Poem, activity sheets (attached)

Directions:

1. Students read poem silently.

2. Ask a student to read orally a stanza at a time.

3. On the blackboard and with student input write a sentence that paraphrases each stanza i.e., Stanza 1 - Mudville was losing the game two to four in the ninth inning with two men out.

4. Pass out vocabulary sheets. Students working in pairs, locate the vocabulary words in the poem and circle. By using context clues, predict the meanings of the words.

5. Discuss with class - assign words to look up in dictionary if there are discrepancies.

6. Discuss rhyme scheme of poem a,a,b,b.

7. Students complete rhyme scheme sheet.

CASEY AT THE BAT

It looked extremely rocky for the Mudville nine that day;
The score stood two to four, with but one inning left to play.
So, when Cooney died at second, and Burrows did the same,
A pallor wreathed the features of the patrons of the game.

A straggling few got up to go, leaving there the rest,
With that hope which springs eternal within the human breast.
For they thought: "If only Casey could get a whack at that,"
They'd put even money now, with Casey at the bat.

But Flynn preceded Casey, and likewise so did Blake,
And the former was a pudd'n, and the latter was a fake.
So on that stricken multitude a deathlike silence sat;
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a "single," to the wonderment of all.
And the much-despised Blakey "tore the cover off the ball."
And when the dust had lifted, and they saw what had occurred,
There was Blakey safe at second, and Flynn a-huggin' third.

Then from the gladdened multitude went up a joyous yell-
It rumbled in the mountaintops, it rattled in the dell;
It struck upon the hillside and rebounded on the flat;
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile on Casey's face;
And when responding to the cheers he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt,
Five thousand tongues applauded when he wiped them on his shirt;
Then when the writhing pitcher ground the ball into his hip,
Defiance glanced in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped;
"That ain't my style," said Casey. "Strike one," the umpire said.

From the benches black with people, there went up a muffled roar,
Like the beating of the storm waves on the stern and distant shore.
"Kill him! kill the umpire!" shouted someone on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult, he made the game go on;
He signaled to the pitcher, and once more the spheroid flew;
But Casey still ignored it, and the umpire said, "Strike two."

"Fraud!" cried the maddened thousands, and the echo answered "Fraud!"
But one scornful look from Casey, and the audience was awed;
They saw his face go stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let the ball go by again.

The sneer is gone from Casey's lips, his teeth are clenched in hate,
He pounds with cruel vengeance his bat upon the plate;
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere, in this favored land the sun is shining bright,
The band is playing somewhere, and somewhere hearts are light;
And somewhere men are laughing, and somewhere children shout,
But there is no joy in Mudville - Mighty Casey has struck out.

Ernest Lawrence Thayer

BEST COPY AVAILABLE

"Casey At the Bat"

Vocabulary

pallor	despised	defiance	charity
multitude	dell	sneer	visage
stricken	doffed	grandeur	tumult
wonderment	writhing	haughty	spheroid
scornful	awed	clenched	sphere
vengeance			

Work in groups. Locate words from the vocabulary list in the poem and circle. Using context clues predict meaning of the word.

This poem uses a, a, b, b as a rhyme scheme. Fill in the rhyming words from the poem.

a	day	yell	roar	bright
a	_____	_____	_____	_____
b	same	flat	stand	shout
b	_____	_____	_____	_____
a	rest	place	shone	
a	_____	_____	_____	
b	that	hat	flew	
b	_____	_____	_____	
a	Blake	dirt	fraud	
a	_____	_____	_____	
b	sat	hip	strain	
b	_____	_____	_____	
a	all	air	hate	
a	_____	_____	_____	
b	occurred	sped	go	
b	_____	_____	_____	

61

Activity: Where in the U.S. is Tommy LaSorda?

Proficiency/Indicator:

Science Examining patterns

Materials: Maps and list of major league baseball teams (map attached)

Directions: Give each group of students a map of the United States and a list of major league baseball teams. Have each group:

1. Locate each team in the correct state.

2. Select a favorite team and research players, name of their stadium, year they were founded, outstanding players (past and present), etc.

3. Write a letter to the team requesting brochures, information about players, batting averages of each player, pitching records, and other important information.

4. Design a display area in classroom to share pictures, baseball cards, posters, letters, VCR tapes, brochures, etc.

Baseball Addresses

Major League Baseball
350 Park Avenue
New York, NY 10022
(212) 339-7800

American League
350 Park Avenue
New York, NY 10022
(212) 339-7600

Baltimore Orioles
Memorial Stadium
Baltimore, MD 21218
(301) 243-9800

Boston Red Sox
Fenway Park
Boston, MA 02215
(617) 267-9440

California Angels
P.O. Box 2000
Anaheim, CA 92803
(414) 937-7200

Chicago White Sox
333 West 35th Street
Chicago, IL 60616
(312) 924-1000

Cleveland Indians
Cleveland Stadium
Cleveland, OH 44114
(216) 861-1200

Detroit Tigers
2121 Trumbull Avenue
Detroit, MI 48216
(313) 962-4000

Kansas City Royals
P.O. Box 419969
Kansas City, MO 64141
(816) 921-2200

Milwaukee Brewers
Milwaukee County Stadium
Milwaukee, WI 53214
(414) 933-4114

Minnesota Twins
501 Chicago Avenue South
Minneapolis, MN 55415
(612) 375-1366

New York Yankees
New York Yankee Stadium
Bronx, NY 10451
(212) 293-4300

Oakland Athletics
Oakland Coliseum
Oakland, CA 94621
(415) 638-4900

Seattle Mariners
P.O. Box 4100
Seattle, WA 98104
(206) 628-3555

Texas Rangers
P.O. Box 111
Arlington, TX 76010
(817) 273-5222

Toronto Blue Jays
300 Bremner Boulevard
Suite 3200
Toronto, Ontario
Canada M5V 3B3
(416) 341-1000

National League
350 Park Avenue
New York, NY 10022
(212) 339-7700

Atlanta Braves
P.O. Box 4064
Atlanta, GA 30302
(404) 522-7630

Chicago Cubs
1060 West Addison Street
Chicago, IL 60613
(312) 404-2827

Cincinnati Reds
100 Riverfront Stadium
Cincinnati, OH 45202
(513) 421-4510

Colorado Rockies
Colorado Baseball Club
Suite 4100
1700 Lincoln
Denver, CO 80203

Florida Marlins
South Florida Big League Baseball
P.O. Box 030196
Ft. Lauderdale, FL 33303-0196

Houston Astros
P.O. Box 288
Houston, TX 77001-0288
(713) 799-9500

Los Angeles Dodgers
1000 Elysian Park Avenue
Los Angeles, CA 90012
(213) 224-1500

Montreal Expos
P.O. Box 500
Station M
Montreal, Quebec HiV 3P2
(514) 253-3434

New York Mets
Shea Stadium
Flushing, NY 11368
(718) 507-6387

Philadelphia Phillies
P.O. Box 7575
Philadelphia, PA 19101
(215) 463-6000

Pittsburgh Pirates
Tree Rivers Stadium
Pittsburgh, PA 15212
(412) 323-5000

St. Louis Cardinals
250 Stadium Plaza
St. Louis, MO 63102
(314) 421-3060

San Diego Padres
P.O. Box 2000
San Diego, CA 92120
(619) 283-7294

San Francisco Giants
Candlestick Park
San Francisco, CA 94124
(415) 468-3700

Canadian Baseball Hall of Fame
P.O. Box 4008
Station A
Toronto, Ontario
Canada M5W 2R1
(416) 597-0014

National Baseball Hall of Fame and Museum
P.O. Box 590
Cooperstown, NY 13326
(607) 547-9988

CULMINATION DAY
1 2 3 4 5 6 7 8 9
VISITORS 1 3 1 2 1 3 0 0 0
HOME 1 2 0 1 1 0 0 6

WARM-UP PITCHES

HONORING THE BEST

Purpose:

To develop understanding of the top honors in baseball and build sportsmanship among students.

Materials:

Sportsmanship Hall of Fame Chart, Good Sportsmanship Award Certificates (both attached)

Directions:

1. Share the attached background information with students. Discuss the importance of sportsmanship, as well as skill, in being an outstanding teammate.

2. Work on the goal of developing sportsmanship as a class. Direct the students to complete the All-Time Winners hand-out. Post a chart entitled, "Sportsmanship Hall of Fame," and ask students to nominate classmates who have a winning attitude and deserve a place in the Hall of Fame.

3. Add students' names to the chart as they are nominated, and give each student a copy of the Good Sportsmanship Award Certificate.

Background Information for the Teacher . . .

Following the World Series, several baseball players are given awards for excellence. The Baseball Writers Association of America chooses the winners. The outstanding player in each league is awarded the MVP or Most Valuable Player award. The American League began this tradition in 1922, honoring George Sisler of the St. Louis Browns. In 1924 the National League's first MVP was chosen: Dazzy Yance of the Brooklyn Dodgers. Frank Robinson is the only player to win the MVP in both leagues. Playing for the Cincinnati Reds in 1961 he was chosen National League MVP, and in 1966 he was the American League MVP when he played for the Baltimore Orioles.

The Cy Young Award is given annually to the outstanding pitcher in each league. This award is named after Denton Ture "Cy" Young. From 1889 through 1911, Young pitched for the Cleveland Spiders, St Louis Cardinals, and the Boston Pilgrims. He won 511 games, the all-time record.

The Gold Glove Award was established to recognize excellence in fielding. This began in 1957, and each year a trophy is given to the outstanding fielder at each position.

The Rookie of the Year Award recognizes the outstanding first-year player in each league, on the basis of all-around performance. Jackie Robinson of the Brooklyn Dodgers was the first to receive this title in 1947.

The Triple Crown is one of the rarest awards in baseball. To win this award, a player must lead the league for the season in three categories: batting average, runs batted in, and home runs. Only nine players have won the triple crown. The last winner was Carl Yastremski in 1967.

The all-time greats of the sport are elected to Baseball's Hall of fame. Since the Hall of Fame began in 1936, more than 200 players have been chosen. To be eligible, a player must have played in the major leagues for 10 years and must be retired for at least five. The player must receive 75 percent of the votes cast by 10-year members of the Baseball Writers Association, the Baseball Veterans Committee, or the Negro Leagues Selection Committee. The Hall of Fame is part of The National Baseball Museum and Hall of Fame in Cooperstown, New York.

Source: Donruss Learning Series

You're A Good Sport

ALL-TIME WINNERS! - Student Handout

Many awards are given each year to honor players demonstrating excellence in baseball. Some of these are . . .

MVP
The Most Valuable Player award, given to the outstanding player of each league.

CY YOUNG AWARD
Outstanding pitcher in each league.

GOLD GLOVE AWARD
Excellence in fielding, given annually to the outstanding fielder at each position.

ROOKIE-OF-THE-YEAR AWARD
Outstanding first year player in each league based on all-around performance.

TRIPLE CROWN
Rare! Player who leads the league for the season in three categories: batting average, runs batted in, and home runs.

BASEBALL HALL OF FAME
Awarded to all-time greats who have been retired for at least five years and played in major leagues for at least 10 years.

Just as important as a player's skill in a sport, are his attitude and ability to work as a team member. Write a paragraph describing what it means to be a good sport and watch for classmates who deserve this recognition in the coming weeks!

GOOD SPORTSMAN AWARD

Presented to

_____

Who knows that how you play the game
is more important than winning it.

Awarded by _____ on _____

71

72

SPORTSMAN HALL OF FAME

Activity: Letter League

Proficiency/Indicator:

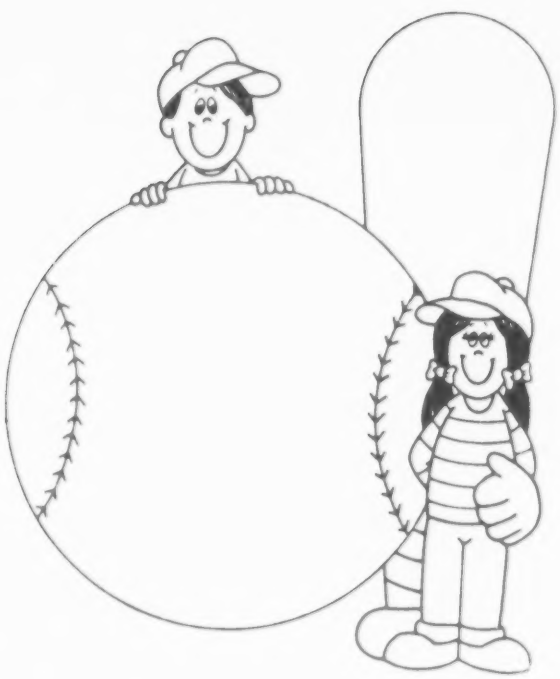
Language Arts Follow accepted conventions of spelling.

Materials: Chalkboard, Chalk, baseball words (List attached)

Directions:

1. Students divide into teams.
2. Students can select a single, double, or triple word to spell.
3. Alternate from one team to the other team.
4. Three outs (misspelled words for a team) takes one point away.
5. Give a Prize! i.e., leave two minutes early, a baseball card, etc.

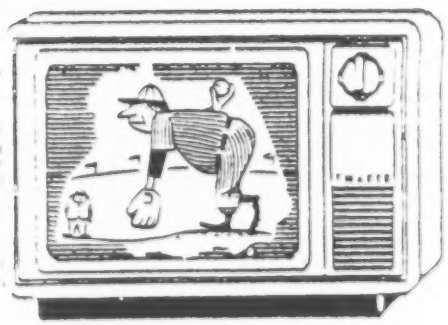
* You can give spelling list the night before if you want!

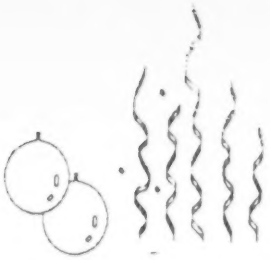


Baseball Spelling Game
Word List

Single	Double	Triple	Home Run
dell	pallor	backstop	multitude
doffed	stricken	error	wonderment
awed	scornful	minors	defiance
clenched	vengeance	majors	charity
sphere	despised	series	balk
peanuts	writhing	season	strategy
strike	grandeur	infield	uniform
game	haughty	rookie	southpaw
single	visage	leagues	
steal	tumult	amateur	
plate	spheroid	professional	
base	umpire	aggressive	
slide	home run	sacrifice	
double	catcher	collegiate	
player	outfield		
pitcher	shortstop		
bat	manager		
glove	inning		
curve	bullpen		
fence	bleachers		
walk	relief		
runs	slider		
caught	spitball		
hit	cleats		
draft	mound		

Activity:	Sports Flicks
Proficiency/Indicator:	
Language Arts	Listen for pleasure.
Materials:	Movie list found below
Directions:	1. Select movie.
	2. Students watch.
Baseball Movie List:	Baseball Basics and Blunders
	Baseball Skills
	Casey At the Bat
	Field of Dreams
	Playing Softball
	The Babe Ruth Story
	The Jackie Robinson Story
	The Natural
	The Pride of St. Louis
	The Pride of the Yankees





Activity: Celebration

Materials: Food, baseball equipment

Directions:

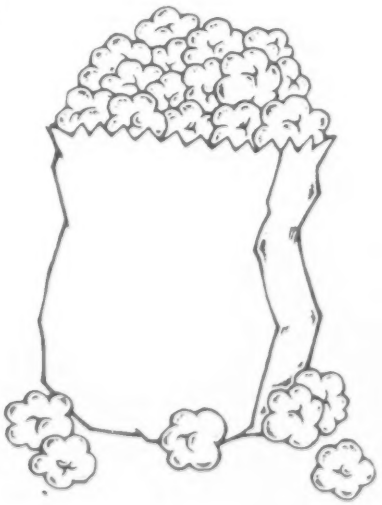
1. Have popcorn, hot dogs, pop, crackerjacks, etc.

2. Students organize into teams and play a baseball or softball game.

3. If the weather does not allow a baseball or softball gameto be played, the following commercial baseball games are available.

Commercial Baseball Games

Baseball Strategy (Sports Illustrated)	Avalon Hill Game Company
Status Pro Baseball (Sports Illustrated)	Avalon Hill Game Company
Superstar Baseball (Sports Illustrated)	Avalon Hill Game Company
All Star Baseball Game	Cadeco Game Company
Strat-O-Matic Baseball	Strat-O-Matic Game Company
Sure Shot Baseball Game	Ideal Games
Backyard Baseball	Toy Biz, Inc.
Electronic Baseball Giant Screen	Funsation



IF POSSIBLE, ATTEND A BASEBALL GAME AS THE GRAND FINALE FOR THIS BASEBALL UNIT!

BASEBALL RESOURCES

Using literature in the Extended Learning Program Classroom - There are a variety of ways to bring the exciting world of literature to your students, and below are some possibilities that you will want to consider.

Reading Aloud: Build time into your schedule (15-20 minutes minimum) to read aloud, reflect, and share feelings about the books you read with your students. Start each day by reading from a chapter book or picture book, and perhaps share from a poetry book before the day ends.

Independent Reading Time: Students should be allowed time to read self-selected reading material in their classroom. Even ten minutes of free reading a day has a positive impact on reading comprehension scores on standardized measures (Anderson, Wilson, and Fielding, 1986).

Book Buddies: Try pairing students with a book (based upon interest, not ability,) and let them read the story or book together. This builds cooperation and sharing responsibility between the readers . . . and cuts the cost of books in half.

Literature Circle: Author, topic, and genre studies are just a few possibilities in which small groups of students can engage, and a good start for both teachers and students to break away from the basal reader and immerse themselves in literature.

I. Fiction

And Don't Bring Jeremy by Marilyn Levinson, 1985, 122p b&w illus.

Finally starting to make friends in their new neighborhood, eleven-year-old Adam finds himself being put on the sidelines again because of some of the boys attitude toward his older, slightly neurologically impaired brother. The story is essentially introspective and will be enjoyed by mature readers.

Basement Baseball Club by Jeffrey Kelly, Houghton Mifflin, 1987, 160p.

On a major losing streak since a new player appeared on their rival baseball team, the McCarthy Roaders have high hopes that the street's newcomers will add the skills they need. Fast-paced and full of humor, this baseball story also deals with fears and facing up to them.

Benny, Benny Baseball Nut by David A. Adler, Scholastic, 1987, 46p b&w.

Told by Benny's sister, a better baseball player than Benny because he announces the game as he plays, usually with himself as hero, the story combines humor and baseball. But even baseball dreamers who are nuts about the game can succeed. Benny will be a small, but satisfying,

challenge for those readers who feel confident enough to leave picture books and go on to easy chapter books.

Does Anyone Here Know the Way to Thirteen? by Stephen Kaufman, Houghton Mifflin, 1985.

All Myron Saltz wants for his thirteen birthday is to be a Little League superstar and to skip his dreaded bar mitzvah in the fall.

Fox Steals Home by Matt Christopher, Little Brown, 1978, 178p illus.

Bobby Canfield has a difficult time while he strives to succeed at his favorite sport of baseball and at the same time become accustomed to life without his father – after his parents are divorced.

Goof That Won the Pennant by Jonah Kalb, Houghton Mifflin, 1976, 103p.

Coach Venuti has more problems with his team The Blazers than one could possibly imagine. But he has two ideas – one, that winning is more fun than losing, and two, that if they could begin to get some confidence in themselves they could play winning baseball.

Herbie Jones and the Monster Ball by Suzy Kline, G.P. Putnam's Sons, 1988.

Herbie Jones cannot get out of playing summer baseball, no matter how bad he is, because his uncle Dwight is the coach. Each short chapter finds Herbie in another funny situation as he works things out.

Johnny No Hit by Matt Christopher, Little Brown, 1977, 43p col illus.

Johnny Webb is afraid of Roy Burke, a neighborhood bully, and almost gives in to Roy's threats. But in the end Johnny decides he won't let that bully bluff him and gets the winning run for his team and against Roy's pitching.

Meg Mackintosh and the Case of the Missing Babe Ruth Baseball by Lucinda Landon, Atlantic Monthly Press, 1986, 48p.

A young female sleuth solves the mystery of her grandfather's baseball, autographed by Babe Ruth, that has been missing since 1928. She cleverly puts together clues, found in an old family scrapbook, that were left by the culprit-cousin who had hid the ball in the first place.

Mice At Bat by Kelly Oechsli, Harper and Row/I Can Read Books, 1986, Picture Book.

Two mice teams play a zany game of baseball long after the fans have gone home from the ballpark. Many surprises are included in this beginning reader.

Rosie's Double Dare by Robie Harris, Knopf, 1980, 111p. illus.

When a vacancy on her brother's baseball team occurs, Rosie thinks she has a chance to play. But she demands "shrimp rules." To get them, the boys require her to take a double dare which gets her into all sorts of predicaments. Ease of readability level may make this title useful in providing motivation for reluctant readers.

Skinnybones by Barbara Park, Alfred A. Knopf, 1982, 112p.

Hilarious account of the madcap adventures of a boy who always gets the uniform that is way too big, the baseball trophy for the most Improved Player of the Year, and into other hopeless situations. This is one of the funniest books around for this age group. There are no illustrations, but the scenes are vividly portrayed.

Hang Tough, Paul Mather by Alfred Slote, Lippincott, 1973, 156p.

Ten-year-old Paul, who is great as a pitcher and loves it, discovers he has leukemia and is hospitalized. But he sneaks off and plays for the team and of course lands back in the hospital. Paul's outlook stays optimistic and courageous as the story deals plausibly with the problem he faces.

Something Queer at the Ballpark by Elizabeth Levy, Dell, 1984, 48p.

Gwen captures the culprit who stole Jill's lucky baseball bat. This slim book has colorful, cartoon-like drawings.

Squeeze Play by Mel Glenn, Clarion, 1989, 135p.

Now in the sixth grade, Jeremy finds the companionship of elderly Mr. J a welcome relief after school and baseball practice with a rigidly strict teacher. Lots of dialogue and largely likable characters keep the pace moving.

Strike Four! by Harriet Ziefert, Viking Kestrel, 1988.

Forbidden to play ball in the house because she might break the lamp, wake the baby, smash the cake, or disturb the family, Debbie goes outside and bats away. After four strikes she makes a real hit; the ball goes through the window, breaks the lamp, wakes the baby, but misses the freshly baked cake.

Roots in the Outfield by Jane Zirpoli, Houghton Mifflin, 1988, 149p.

Taunting by his team members because if his evident fear of the baseball is enough to send Josh

off to live with his father, new stepmother, and stepsister. Surprisingly easy to read, this will appeal also to less skilled and/or reluctant readers.

Thank You, Jackie Robinson by Barbara Cohen, Lothrop, 1974, 125p b&w illus.

Life, death, love, and baseball combine in the story of young Sam and Davy, about the then Brooklyn Dodgers and they share baseball talk, games, and matters important to a growing boy. Friendship and love are at the heart of this warm, tender, and sometimes humorous memorable reading experience.

The Hit-Away Kid by Matt Christopher, Little, Brown/Springboard Books, 1988.

Barry McGee has learned to hit so well that he is the respected hit-away batter for the Peach Street Mudders. But Barry has more to learn about baseball than he realizes. He must decide whether it is more important to win or to play fairly.

Wrongway Applebaum by Marjorie Lewis, 1984, 63p. b&w illus.

Known as the fifth grade clutz, Stanley Applebaum has been miserably aware for years that his classwork is mediocre and his athletic ability nonexistent. He does join the fifth-grade team sponsored and coached by his baseball-mad grandmother; but come the championship game, fast-running Stanley becomes a hero in reverse.

II. Nonfiction

Children are fascinated by the real world . . . and using attractive stimulating non-fiction books; books about real people, places, and things, begin to satisfy that innate curiosity.

Dividing students into research groups based upon their interest is a marvelous way to empower the learner as a researcher. Each student will be responsible for discovering information about their topic from a variety of sources, and presenting their new-found knowledge to their peers and parents. Below are some titles that you will want to include in your research area.

All About Baseball, George Sullivan, 1989, 126p b&w illus.

A good overview of the game of baseball with information on the equipment, rules, and statistics.

Baseball Rules in Pictures by G. Jacobs, Perigee/Putnam, 1985, 69p illus.

Captioned cartoon drawings explain the rules of baseball succinctly. References are made to the official rules which are appended. A good choice for a book talk.

Baseball Is Our Game by Joan Downing, Children's Press, 1982, 30p color photos.

Introduces the game of baseball with a format that features clear color photographs, large print, and very easy text. For the beginning player.

I Can Be a Baseball Player by Carol Greene, Children's Press, 1985, 31p

This book gives a very simple, but well-done overview of the baseball profession. A chart in the beginning shows all the positions of the game; text tells the basics of the job - from training camps to the World Series.

Baseball Bat by H.I. Peeples, Calico/Contemporary, 1988, 22p color illus.

Humor and information are skillfully combined in this straightforward explanation of the manufacture of baseball bats from the growing of the trees and their selection by a forester to the finished product used by beginners and professionals.

Baseball Is For Me by Lowell Dickmeyer, Lerner, 1978, 47p illus.

A look at playing baseball through the eyes of a boy in his first year of Little League. Basics are carefully explained with the terms in boldface type. The realities of the game, exercises before practice, missing the ball, not getting the position you want, sitting on the bench, help balance the glories of meeting a professional player, and making a crucial play.

Baseball: You Are the Manager by Nathan Aaseng, Lerner, 1983, 102p b&w photos.

Asking the reader to make baseball managerial decisions for the World Series games by analyzing pertinent facts in an interesting approach to problem solving. The actual decisions made by the managers are supplied.

Baseball: It's Your Team by Nathan Aaseng, Lerner, 1985, 103p b&w photos.

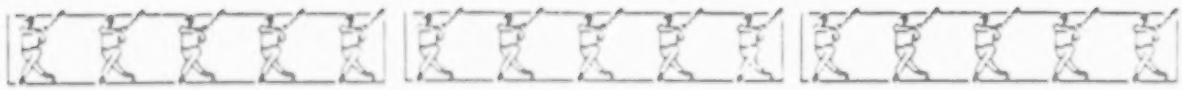
Challenges the reader to make the decisions in ten crucial situations then explains what major league baseball owners really did.

Hundred and Fiftieth Anniversary Album of Baseball by Harvey Fromemr, Watts, 1988, 96p. b&w illus.

Presents the history of baseball from before the turn of the century to modern times.

I Can Be A Baseball Player by Carol Greene, Children's Press, 1985, 31p

Explains the basics of baseball for the youngest sports fan. Large print and colorful pictures will make this easy reader appealing to the baseball novice.



Louisville Slugger: The Making of a Baseball Bat by Jan Arnow, Pantheon, 1984, 39p b&w photos.

Follows the manufacturing of professional baseball bats from the felling of selected trees through the first shaping of the logs and on to the factory processes in the plant.

Our Little League by Chick Solomon, Crown, 1988.

Focuses on the activities of the Little Mets of Brooklyn as they practice for their big game against the mighty Bombers.

Pitcher by George Sullivan, Crowell, 1986, 53p b&w photos and illus.

Little League pitchers will find the practical advice on essential skills helpful.

Spring Training by Henry Horenstein, Macmillan, 1988, 6p col. illus.

Explains the activities of spring training as the Boston Red Sox head for Florida. The rigors of practice and of exhibition games are reflected in full color photos that convey the spirit of the great American pastime.

Steve Garvey's Hitting System by Steve Garvey, Contemporary Books, 1986, 142p b&w illus.

Instructs neophyte baseball players in the fine art of hitting the ball. The format is easy to follow and the full page photos clearly define the attributes of a good hitter.

Take Me Out To The Ballgame by Dennis Fertig, Albert Whitman, 1987, unp. b&w illus.

Follows Ryan's experiences as he attends his first major league baseball game with his father. The enthusiasm, wide-eyed wonder and occasional boredom are all authentic and will be easy for young fans to understand.

The First Book of Baseball by Marty Appel, Crown, 1988.

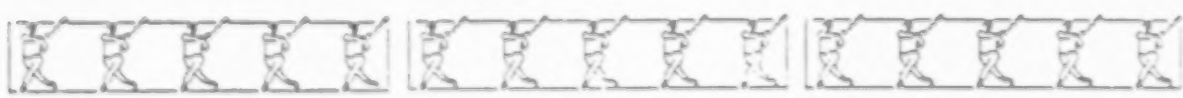
Basic rules of play and tips on playing better are given.

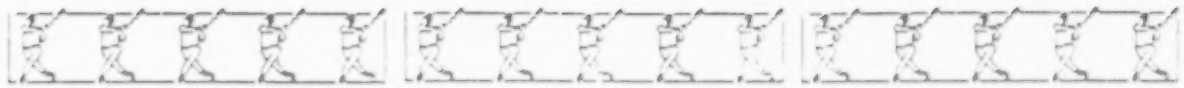
The Official Baseball Hall of Fame Answer Book by Mark Alvarez, Simon and Schuster, 1989.

The history and idiosyncrasies of baseball for young fans.

Tom Seaver's Baseball Card Book by Tom Seaver, Messner, 1985, 192p b&w illus.

Catalogs baseball cards with information on their history, printing, prices, and categories. A reference source for collectors of sports cards.





David Parker: The Cobra Swirl by Ray Buck, Children's Press, 1981, 42p.

Simple account of the career of this famous baseball player. There is an emphasis on his determination to be a baseball star. It includes some quotes from Parker and intermittent black-and-white illustrations.

III. Biographies

Readers at the primary and intermediate grades and especially at the middle school level will be interested in reading about the lives of real people in order to find out more about themselves. There are many different kinds of famous people; sports heroes, movie and rock stars, historical and contemporary figures in the arts, politics, science, etc.

Suggest to your students to read about a famous person and compare and contrast that life with the students! Sharing opportunities might include dressing the character, book talking the biography, or preparing a game to help others learn more about the character.

Sparky Anderson by Bruce Weber, Crestwood, 1988.

Sports Star: George Brett by S.H. Burchard, Harcourt, 1982.

Picture Story of George Brett by George Sullivan, Messner, 1982.

Jose Canseco: Baseball's 40-40 Man by Nathan Aaseng, Lerner, 1989.

Steve Carlton: Baseball's Silent Strongman by Nathan Aaseng, Lerner, 1984.

Pride of Puerto Rico: The Life of Roberto Clemente by Paul Robert Walker, Harcourt, 1988.

Dwight Gooden: Strikeout King by Nathan Aaseng, Lerner, 1988.

Dwight Gooden: King of the Ks by Bert Rosenthal, Children's Press, 1985.

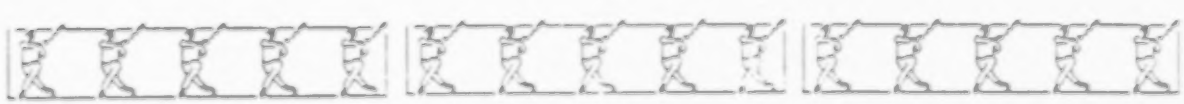
The Picture Life of Dwight Gooden by Maury Solomon, Watts, 1986.

Bo Jackson: A Star for All Seasons by John Devaney, Walker, 1988.

Willie Mays: Baseball Superstar by Sam Epstein and Beryl Epstein, Garrard, 1975.

Dale Murphy: A Gentleman by Hal Lundgren, Children's Press, 1986.

Cal Ripken, Jr.: All-Star Shortstop by Ray Buck, Children's Press, 1985.



Jackie Robinson: He Was the First by David A. Adler, Holiday, 1989.

The Story of Jackie Robinson: Bravest Man in Baseball by Margaret Davidson, Dell, 1988.

Jackie Robinson by Kenneth Rudeen, Harper, 1971.

Pete Rose: Baseball's Charlie Hustle by Nathan Aaseng, Lerner, 1981.

Pete Rose: "Charlie Hustle" by Ray Buck, Children's Press, 1983.

Babe Ruth by Art Berke, Watts, 1988.

Babe Ruth, Sultan of Swat by Charles Verral, Garrard, 1976.

Ryne Sandberg: The Triple Treat by Hal Lundgren, Children's Press, 1986.

Casey Stengel: Baseball's Great Manager by Charles Verral, Garrard, 1978.

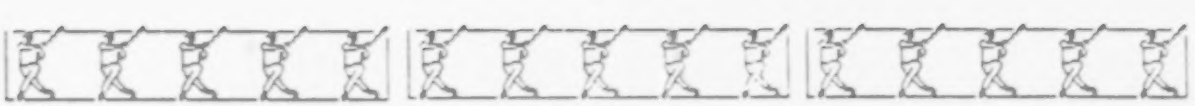
Alan Trammell: Tiger on the Prowel by Barry Janoff, Children's Press, 1985.

Sports Star: Fernando Valenzuela by S.H. Burchard, Harcourt, 1982.

Fernando Valenzuela by Carolyn Gloeckner, Crestwood, 1985.

Fernando Valenzuela: The Screwball Artist by Mike Littwin, Children's Press, 1983.

Dave Winifield by Judy Monroe, Crestwood, 1988.



IV. Poetry and Humor

Using poetry in the Extended Learning Classroom - Students of all ages enjoy hearing the rhythm of poetry. Young children can independently read poetry with short phrases while it serves as a model for writing with older students. Poetry can be shared aloud with the whole class, purely for its aesthetic value; or a poet's work can be studied by a small group, looking for specific word usage, theme, topic, etc. The possibilities are endless!

A Light in the Attic by Shel Silverstein, Harper & Row, 1981, 172p.

Casey at the Bat by Ernest Thayer, Raintree, 1985, 31p.

Reveals the mighty Casey in his glory and defeat as the heroic baseball player strikes out in the crucial moment of the game.

The Random House Book of Poetry selected by Jack Prelutsky, Random House, 1983, 248p.

Using riddle and joke books in the Extended Learning Classroom - Laughter makes the world go 'round, and riddle and jokes are a fabulous way to encourage the reluctant reader to pick up a book! These books allow for the teacher to discuss the multiple meanings of words and word play without the use of worksheets. Don't forget to include "Knock-Knock" jokes, limericks, tongue-twisters, etc.

Grand-Slam Riddles by Joanne Bernstein and Paul Cohen, Albert Whitman, 1988.

This fine, cartoon-style illustrated collection of riddles and jokes about baseball players, teams, and other aspects of the game of baseball should appeal to young children who are interested in the sport.

The Biggest Riddle Book in the World by Joseph Rosenbloom, Sterling Publishing Co., 1976, 272p.

V. Magazines

Sports Illustrated for Kids Time, Inc., P.O. Box 830607, Birmingham, AL 35283-0607.

Introduces children ages eight to thirteen to professional and amateur sports through articles and interviews with athletes.

Kid City, P.O. Box 53349, Boulder, CO 80322.

A general interest magazine for children ages six to ten, encourages reading and writing by focusing on unusual topics.

THE COACH'S BOX

Teacher Resources

The Sport Americana Baseball Address List
Beckett Sports Products
4887 Alpha Road
Suite 200
Dallas, TX 75244

World Almanac and Book of Facts
World Almanac
200 Park Avenue
New York, NY 10166

The Baseball Encyclopedia
Macmillan Publishing Company
866 Third Avenue
New York, NY 10022

Rules of the Game
St. Martin's Press
175 Fifth Avenue
New York, NY 10010

The Dickson Baseball Dictionary
Facts on File, Inc.
460 Park Avenue South
New York, NY 10016

DonRuss Baseball Learning Series
Nancy William, Inc.
211 East Chicago Avenue
Chicago, IL 60611

The Ballplayers
William Morrow and Company
105 Madison Avenue
New York, NY 10016

The Guinness Book of Sports Records
Facts on File, Inc.
460 Park Avenue South
New York, NY 10016

Tuff Stuff
Tuff Stuff
P.O. Box 1637
Glen Allen, VA 23060

The Whole Baseball Catalog
Simon and Schuster
Rockefeller Center
1230 Avenue of the Americas
New York, NY 10020

The Sport Americana Baseball Price Guide
Beckett Sports Products
4887 Alpha Road
Suite 200
Dallas, TX 75244